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ABSTRACT

This survey-study, conducted in 1964, presents information obtained from 100 Grambling College students enrolled in language courses and seeks to determine whether certain factors have relationship to student attitudes and opinions regarding entry into the teaching profession. A questionnaire was administered to the Louisiana students; findings demonstrate that students actually know little about teaching. This report describes the scope and administration of the survey, keynotes the highlights and findings, and provides recommendations for changing student attitudes. A bibliography is included. (RL)

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AN ANALYTICAL SURVEY OF ATTITUDES AND OPINIONS, WITH SPECIFIC REFERENCE TO THE INTEREST OR NONINTEREST PATTERNS, OF ONE HUNDRED GRAMBLING COLLEGE FOREIGN LANGUAGE STUDENTS REGARDING ENTRY INTO THE TEACHING PROFESSION

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Roseboro Jones
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A survey-study, conducted to obtain information from one hundred Grambling College students enrolled in language courses, which we feel will be instrumental in helping to determine whether or not certain factors have relationship to, or correlation with, student attitudes and opinions regarding entry into the teaching profession, and whether or not there may be revealed ways and means whereby high schools, colleges, and communities might work more effectively with students in the improvement of attitudes and the selection of professions and vocations.

May 28, 1964

PREFACE

In October, 1963, the Division of Liberal Arts established a Research Committee whose main purposes are: 1) to promote research among faculty members, 2) to promote research among students, 3) to facilitate the securing of funds and facilities for research activity, 4) to promote a research climate or atmosphere on our college campus, and 5) to publish periodically a research bulletin.

In this issue special attention is given to the scholarly work written by Messrs. Roseboro Jones, Edward Snead, and Miss Annie B. Wimbush of the English and Modern Languages Department. It is hoped that this survey will serve as a Pioneer study in the area of student attitudes and opinions regarding entering into teaching and other professions. Becoming more knowledgeable of our students is imperative if we are to keep our educational endeavor abreast of the times.

The Divisional Research Bulletin, dedicated to the promotion of research and creative writing, is published by the Division of Liberal Arts of Grambling College. In the Bulletin are published research works, scholarly criticism, and creative writings of the faculty, staff and student body of Grambling College. Also are published works of merit which are developed by members of other colleges and universities.

Communications should be addressed to the Editor of the Liberal Arts Bulletin, Grambling College, Grambling, Louisiana.

William McIntosh, Dean
Division of Liberal Arts

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INTRODUCTION

How do high school and college students feel about teaching? What do they really know or what are their attitudes and opinions about teaching as a career? Why do students choose teaching as a career? What are some of the probable causative factors which induce them to look upon the profession with disfavor? What do they expect from teaching? Why do a majority of students show no interest in foreign language teaching?

In order to find the answers to these questions, Professors Snead, Wimbush, and Jones of the Grambling College Department of English and Modern Foreign Language conducted a survey--through the medium of the questionnaire--among one hundred college students presently enrolled in language courses, the majority of whom are residents of Louisiana. Although the survey is limited to one state, it is probably a good example of the attitudes and opinions of college students *per se*.

In the light of the above list of questions, the survey's findings are extremely important and interesting. The findings revealed that the students actually knew little about teaching. Their ideas, as revealed in their responses concerning teachers and teaching, were a mixture of fact and fancy in which the facts could scarcely be distinguished. Could it be that for the most part their views were based on scraps of wrong information and negative opinions? Might not the latter have resulted in the formation of attitudes and opinions apathetic to the entire language program?

It is hoped that the findings obtained from the present study will serve to some extent as a basis for the projection of a program designed to alter, modify, or change those opinions detrimental to a favorable attitude towards language teaching and to improve and contribute to a successful implementation of those potential attitudes of a postive and favorable nature.

An attempt is made to outline the attitudinal-environmental structure or direction of Grambling students, principally language students, in an area of increasing importance in education, and to present the main lines of the nature and possible development of this structure. It is felt that no harm is done the reader or scholar-interpreter if one includes and explores other pertinent, related, fuller, and more scholarly studies as are presented in the introductory portion of the present work.

An effort is made to weave with a degree of skill revealed findings and existing related studies; but like all works of such limited scope the oversimplification possibly tends to destroy the validity of the assessment and to permit the factor of subjectivity to weaken our objective.

The authors have provided a bibliography which it is hoped will well serve the initiate. In addition, it is hoped that the bibliography will test the enthusiasm of the novice interested in studying the important but complex factors of attitudes and opinions and/or preference or non preference for foreign language teaching.

Specifically this brief survey was undertaken after a semester's observation of reactions and attitudes of one hundred language students of Grambling indicated to the investigators that the participation or academic enthusiasm normally expected of a similar group under similar circumstances was--in the case in question--slightly below the average.

The investigators were aware of the fact that tests of interests, attitudes and opinions are not necessarily the sine qua non of entry into and subsequent success in the teaching of foreign language. To restrict to an obvious few the many factors pertinent to the overall success of teacher recruitment is to remain absolutely naive in an atmosphere where reality and rationalism should prevail. One of the most intriguing questions arising in the course of this study is whether or not there is some factor present in a preponderant Baptist environment which would tend to militate against or dissuade students from undertaking foreign language study. Is this factor present or absent in a Catholic environment? Further study should certainly reveal a more valid picture of these statistical differences, the possible reasons for their existence, and the effect they have upon the attitudes and opinions of students regarding foreign language study and future teaching.

Another question deserving of further study is whether or not the majority's choice of English as a preferred subject does not indicate the presence of an acknowledged weakness in this area, and an awareness that any degree of permanent success depends to a great extent on one's ability to handle the preferred subject.

AN ANALYTICAL SURVEY OF ATTITUDES AND OPINIONS, WITH SPECIFIC REFERENCE TO THE INTEREST OR NONINTEREST PATTERNS, OF ONE HUNDRED GRAMBLING COLLEGE FOREIGN LANGUAGE STUDENTS REGARDING ENTRY INTO THE TEACHING PROFESSION

Jones, Snead, and Wimbush

If American public education is to meet successfully the challenges which it faces it must recruit a cadre of qualified and competent teachers. Particularly applicable is this statement to the field of modern foreign languages. Beginning or potential teachers represent the growing edge of the teaching profession and, therefore, are a key group to study in any assessment of our ability to meet these challenges.[1]

The present study was undertaken at Grambling College in 1964 to determine the socio-economic, educational, environmental and aspirational level and background of this important group and to obtain some insight into their values and attitudes concerning modern foreign languages and/or a career in teaching.

If there be validity in the statement that "historically teachers have tended to come from rural backgrounds,"[2] then we shall expect a windfall of recruits since the preponderance of subjects in the present survey reside in rural communities in the state of Louisiana.

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[1] Virgil R. Walker and John G. Lorenz, U. S. Dept. of Health, Education and Welfare.

[2] Florence G. Greenhoe, Community Contacts and Participation of Teachers (Washington: American Council on Public Affairs, 1941), pp. 11-12.

Specifically, any foreign language-teaching survey or study is of prime importance in the region under study since the college involved is a teacher training institution predominately and hopes and expects that an appreciable percentage of its graduates in languages will teach French and Spanish within the state of Louisiana.

The writers undertook this study in an effort to discover, if possible, just what are the patterns of interest or noninterest of one hundred students of modern foreign languages (French, German, and Spanish) at Grambling College. It is hoped that the findings will be revealing and important to the extent that they will be useful in an attempt to reshape and revitalize the college language program so that it may become more appealing to students and potential teachers who need a foreign language and who might conceivably benefit from a relatively successful experience with the course.

We have no monopoly on remediations, contributions, and surveys, and, consequently, feel that the findings will be instrumental not only in our efforts at remediations, but also in determining whether these factors have any relationship to or correlation with student attitudes towards teaching and whether or not there may ensue therefrom ways and means whereby other schools, colleges, homes, and communities might work more efficiently with students in the improvement of attitudes and the subsequent selection of professions and vocations.

Lest we be accused of oversimplification, we state that it is obvious that this brief study is in no manner an exhaustive treatment of even the local problem of attitudes pro or con regarding the teaching profession.

One might even admit that those who teach are rarely, if ever, plagued with inquiries as to why they chose to enter the profession.

The waning ranks of instructors, depleted to the rank of national alarm, welcome with open arms any and all who heed the call.

One feels relatively safe in assuming that it is not easy, generally, to determine the subtle and intangible reasons which underlie the relative degree of student interest or disinterest in the highly deglamorized profession of teaching.

It may be that there is something about having one's mother with more education than one's father that is associated with the decision to become a teacher; this, however, remains a problem for continued research.[3] The fact that we do not work alone in the pursuit of our goal is of no little comfort. The investigative ice has long since been broken. To mention but one formidable agency, one finds that, since its inception, the United States Office of Education has been charged with the responsibility for "collecting such statistics and facts as shall show the condition and progress of education in the several states and territories . . . ."[4] In accordance with this mandate, the U. S. Office of Education has conducted a nation-wide study of teachers designed to provide new information which would aid in the understanding of teachers and the teaching profession. The present study undertakes a local study of the attitudes of prospective or potential teachers at Grambling College and is not a study of teachers in action.

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[3] U. S. Dept. of Commerce, Bureau of the Census.

For any student who shows the slightest interest at whatever point in becoming a foreign language teacher, let us say it would be the responsibility of an investigative body--such as we feel is the present study--to assess and synthesize their findings ensuing from an interpretation of the present study and to put into positive action remedial steps to alleviate and, it is hoped, subsequently eradicate the apparent weaknesses, and in addition, to acquaint the prospective teacher with a lucid picture of the findings and a feasible blueprint of the steps regarded as possibly and provenly effective in improving the situation.

It is felt that the findings will be revealing and important to the extent that they will be useful in an attempt to reshape and revitalize the quite possibly less than perfect (or inadequate) program of languages so that it might become attitudinally appealing to those students who need a foreign language and who will benefit from a relatively successful experience with the course.

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[4] U. S., 39th Congress, 2d sess., 1867 (14 Stat. L.), p. 434.

It is not the duty of this study to point the finger of accusation in the direction of the sources of attitudes. I-told-you-sos and ex post facto reasoning have no proper place in objective undertakings. To engage in such would be vindictive, illogical, worthless, unscientific, and beyond the purport of this work. The discovery of the attitudes and their relationship to the students' academic welfare lies, it is hoped, within the domain of our proposal.

The writers anticipate that the perennial question will be raised: Is there a sufficient degree of validity contained within the returns to warrant the expenditure of time and effort? One might proceed further and inquire whether or not there is an advantage in a test instrument which is not necessarily present in a questionnaire.[5] The prescribed reply might truly be that both of the instruments have singularly efficacious properties (depending, of course, upon which malady one seeks to cure).

There is also the possibility that there may be incorporated into a so-called questionnaire some of the identical components found in a test. If questionnaires are not confined to statistical data, or even to factual material, they very often, and of necessity, enter the field of attitudes, opinions, and judgments. One must admit in fairness that it is within the latter areas that great care must be observed.[6]

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[5] Carter V. Good, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1938), pp. 330-333.

[6] W. W. Charters, Commonwealth Teacher-Training Study (Chicago: University of Chicago Press,), pp. 19-27, 77-114, 254-303.

One must be careful in preparing his questionnaire and in interpreting his returns to recognize opinion as such. There is a legitimate field for the questionnaire in getting a cross section of thought. In this form the questionnaire may approach the test form so closely that one cannot draw a definite line between them and may not know whether to call his instrument a test or a questionnaire. There is a possibility that at times it may be both. The questionnaires used in the present study may be defined as both factual and attitudinal. The former deals with such factors, and sought such information as age, sex, academic progress, honorary awards, economic status of families, grades and credits earned, travel, and length of total educational experience.

The second part of the questionnaire dealt more directly with attitudes of the students towards various social problems, language problems, the teaching profession. It is felt that the questions are so prepared that they fit into a pattern, and that the interpreter could abstract from them certain large generalizations regarding the philosophic pattern of the students. The second form contained questions of possible interest because of the type of response they called for. For example: (1) If you were in the teacher's place, what might you do to motivate greater interest? (2) What, in your opinion, might prove to be your weakest area if you enter the foreign language teaching area?

The difficulty of tabulating responses to such questions as the foregoing is apparent. Nevertheless, the writers were dealing with a fundamental problem (nation wide and at Grambling)--the interest or noninterest of potential teachers in the teaching area; and they sought what they wanted.

The opinions and attitudes represented are facts in so far as the responses are typical responses of the individuals, but they are, unfortunately, facts of opinion. They must be acknowledged as such and subsequently evaluated as such. They represent the leanings of the group tendencies or habits which may be either right or wrong, helpful or detrimental to our local problem and to society, generally good or generally bad. They are, however, trustworthy for what they represent. These requested facts of opinion must not be confused with or mistaken for opinions about facts. The latter are usually untrustworthy. The hastily expressed opinions of a large number of students (one hundred in this report) of varying merit are probably of less value than the mature judgment of one or two qualified persons who have the answer clearly in mind and who are able to qualify their answers appropriately.

The essentially cooperative nature of the questionnaire must not be overlooked. Probably most of the abuses of the instrument lie in this connection. Students and others are so close to their own study that they lose perspective concerning what is reasonable to ask of another person--usually a stranger or their own language student.

One may be reasonably sure that the regular duties of the recipient of the questionnaire are at least equal in importance to the study which is being undertaken, at least to the student. We attempted to follow, as assidiouly as was feasible, two well established rules for problem solving: (1) do not undertake questionnaire study unless the problem is really an important one--not to you as an individual, but to education (and who can deny that the conducting of a survey which has as its objective the improvement of those factors which might be instrumental in attracting qualified teachers or promising potential teachers is not important?); (2) devise your questionnaire so that it will not make any more demands on the time of the respondent than is necessary.[7]

Much research has as its object the ascertaining of laws and/or attitudes which govern relationships. Specifically, what are the laws or attitudes which govern the relationship between student attitude towards the teaching profession and subsequent entry or nonentry into the profession? The questionnaire survey may reveal practices and conditions which we must always be alert to discover. The survey is also helpful because it tends to focus attention on needs, weaknesses, and trends that might otherwise remain unobserved.

One of the obvious weaknesses of a normative survey approach (such as the present one) is that it does not, however characteristically, penetrate deeply enough into interrelationships.

William A. McCall classifies research according to the methods or instruments employed.[8] Among his twenty-one methods listed is that of the questionnaire survey. F. L. Whitney's classification of research methods also includes under questionnaire studies the inquiry or information blanks.[9] As previously stated, school surveys utilize in one instance or another the whole range of normative survey procedures.

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[7] Good, op. cit., Chap. VII, "The Normative-Survey Method," p. 333.

In one of his studies, Caswell analyzed the techniques which were commonly used in surveys and tabulated their frequency of use by the various agencies that have made large numbers of surveys.[10]

Sears makes the following comments:[11]

A survey is not an inventory and prescription, but a diagnosis and prescription. It does not focus primarily upon the students, or upon the data, but, through an analysis of both, seeks to discover the real problems. These problems are almost invariably found to occur, not in isolation, but in combination. The identification of the fundamental problems is a major aspect of the attack.

What is the purpose of the present survey? Although the purpose will usually be implied or stated in rather general terms when a staff is requested to make a survey, this purpose will need to be refined and crystallized before the survey is undertaken. This step is similar to that of working over a very general statement of a research problem until it becomes definite in its essential details and can be used as a guide to the worker. The survey staff will desire to know the specific problems which it is to attack, and whether it is to confine its attention to these or if it is to study related problems as they emerge. The temptation to extend or encompass while prophesying becomes very great. Even if the staff has agreed that the survey is to be a comprehensive one, embracing maximum aspects of the instruction in languages and environmental factors, the investigators will proceed cautiously at first until the true nature of the problems existing begins to be apparent and the purpose of the survey begins to assume more definite form.

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[8] Percival M. Symonds, " A Course in the Technique of Educational Research," Teachers College Record, XXIX (October, 1927), 24-30.

[9] F. L. Whitney, Methods in Educational Research (New York: D. Appleton and Co., 1931), p. 64.

[10] H. L. Caswell, "Survey Techniques," Educational Administration and Supervision, XIX (September, 1933), 431-441.

[11] J. B. Sears in a personal letter to the authors of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941).

We seek to obtain information from Grambling students of modern foreign languages which we feel will be instrumental in helping us to determine whether or not these factors have relationship to or correlation with one's attitude towards entry into the teaching profession, and whether or not there may be revealed through the interpretation of these findings ways and means whereby schools, colleges, and communities might work more effectively with students in the improvement of attitudes towards entry specifically into the teaching area of foreign language and the selection of professions and vocations.

Enrollments in foreign languages have fallen relatively in both high schools and colleges in recent decades. Again, in view of the world situation, this decline has been unfortunate. If proper steps are taken, these trends can be reversed. We cannot wait. The worst obstacle to the progress of modern language study, and likewise the production of qualified and adequately interested teachers, might in truth rest--if not totally, then assuredly in part--in the lack of properly prepared instructors.[12] While we do not wish to be cited as alarmists, we do wish to be regarded as truthful. There are simply not enough language teachers to "go around." We are, therefore, attempting to determine whether the situation is immediately remediable.

The difficulties and dislocations of the war years since 1940 have caused a grave deterioration in the standards represented by our theoretical requirements. For many years, the certifying boards have not been able to do what they say they do, and the quality and number of our teaching staff have slipped badly.[13] To state that the national language program is not up to par in both quality and numbers is to be guilty of the understatement of the year. To say that we are not getting the supply of potentially interested students is to come nearer to the truth of the situation.

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[12] National Education Association, Committee of Ten on the Curriculum of Secondary Schools, 1892.

[13] S. A. Freeman, What About the Teacher? Reprinted from The Modern Language Journal, XXXII, No. 4 (April, 1949)

Consideration of basic factors in the past has been in the direction of the discovery of the potential language teacher, his continued training, and his subsequent placement. Among the ridiculous attitudinal prejudices present in many male language students has been that the study of languages is a subject which should be left to girls along with music and sewing, while the men concentrate on engineering, marketing, and compiling Kinseyan reports.[14]

On the subject of attitudes, one may be sure that there is an age-old prejudice against teaching. We hope that our Grambling potentials know that teachers share, with doctors, the world's most celebrated names, and that they not know that always and everywhere "he is a school teacher" has meant "he is an underpaid, pitiable drudge." In some instances even a politician stands higher because power in the street seems less of a mockery than power in the classroom. The odd thing is that almost everybody is a teacher at some time or other during his life.[15] Parents are among the great teachers of mankind. The prejudices and attitudes of the parents regarding the profession are more often than not reflected in these potentials we now are attempting to evaluate regarding their attitudes toward the profession. Whether or not noticeable prejudices or better conditioned attitudes are present in the one hundred subjects in question will, it is hoped, be revealed subsequently.

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[14] Henri Peyre, The Need for Language Study in America Today (New York: The Cultural Division of the French Embassy, 972 Fifth Avenue, 1954).

[15] Jacques Barzun, Teacher in America (Boston: Little Brown and Co., 1951), pp. 4-5.

Let us not in any constructive or formative endeavor underestimate the influence of the environment, whether the factor sought be attitudes of students, prejudices or patterns of tolerance or interest for the teaching profession. One cannot adequately interpret the feeling of students, the educational problems of a school system, or properly understand objective, or in a sense subjective, findings until he has secured a comprehension of the total social situation existing in the locality.

He must become acquainted with the social ideals of the people, their traditions, their habits of expressing themselves in their daily lives, and give these attention, along with his consideration of the larger objectives and social ideas of the people of the nation. The investigator or surveyor must envisage the whole cultural life of the people, including their various institutions, and study the actual and potential service of education for potential teachers in such setting, without losing sight of the fact that this community--urban or rural, rustic or elite--must serve local and national purposes concomitantly.

To assume that local problems are the same throughout a state, or throughout the nation, is to imply that local students have no right to a degree of individuality, by which they often make unique contributions to the interesting and colorful patterns of national life, and it is to place a severe handicap on the services which such students can render to the community.

For the preceding reasons we restrict our problem to the premises of Grambling College and hope that some few of the ensuing recommendations may be applicable to national situations similar to those that beset the department of foreign languages at Grambling College. Encouraging progress is being made in the teacher enlistment program; yet several important areas within the realm of immediate urgency exist. The Grambling student and his counterpart throughout America, in deciding upon his life's work, is perhaps confronted with the important question "should I become a teacher?" To this initial question, one might add: "Do I want to make teaching my life's work? Is there a future in teaching for me? What are the pros and cons of the teaching profession? Will teaching give me the satisfaction or the joys that I seek from life? How do I know whether I will be a successful teacher? What happens if I fail?" To claim that there are precision-made and categorical responses to these queries which upon precription and enactment would prove a panacea for all inquiries would be to claim the wisdom of a Solomon.

In a general sense, and after all factors are taken into consideration, there do appear logical responses and authoritative advice garnered from the pressing needs of today, the calculated and proven facts of educators, and the predictive analyses from an exhaustive and extensive evaluation of surveys such as the one under study.

Dr. Arthur S. Adams, President of the American Council on Education, the largest and most influential educational organization in the United States, if not the world, says: "I most certainly would recommend that young people today give serious consideration to the idea of undertaking a career in the teaching field." Dr. Adams' observation are seconded by other prominent educators. From selected states throughout the nation, we quote one spokesman: Panama Canal Zone--"I have always encouraged our better students who have shown qualities of leadership to enter the teaching profession." The educators want more young people to go into teaching. But they insist that these young students have the requisite abilities, aptitudes, and attitudes to develop into good teachers.

In addition to Grambling College students, how do high school students feel about teaching? Why do a majority of high school boys and girls show no interest in teaching? The answers to these questions--including some that are directly applicable to the Grambling prospects, are found in the results of a survey conducted among 4000 high school pupils throughout Indiana.[16] In general, the findings revealed that the students knew little, or nothing, about the subject. For the most part their views and attitudes were based on scraps of wrong information and negative opinions and attitudes.

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[16] R. W. Richey and W. H. Fox, "A Study of Some Opinions of High School Students with Regard to Teachers and Teaching," Bulletin of the School of Education, Indiana University, Vol. XXVII, No. 4.

One admits that it is a long step from high school to entry into the teaching profession, yet this level is important in the formation of the individual, in the determination of whether or not he possesses the requisite mental, moral, and physical characteristics, and whether or not his attitudes are sufficiently revealing to enable the interpreter of data to suggest programs of remediation which should contribute to an all-around improvement of the individual when he is not too far removed from the impressionable or docile stage.

One might rightly aver that this is not necessarily applicable to the upper-class Gramblinites. The latter are at the doorway to the profession if they so choose. It would thus seem that whatever findings emanate from an airing of his situation will serve as a preventive medicine for others before they reach this position. If this be the case, then does it not in reality follow that the high school must not be minimized as an urgent point at which to begin studies and attitudinal surveys?

A consideration of teaching, and especially foreign language teaching as it is and ought to be in the American high schools, can lead to only one conclusion: some encouraging progress is being made but several important improvements are of immediate urgency. A student can be no better than the teacher who attempts to teach him. Were we to improve the status of the teacher so that he might be better able to contribute to a feeder system, would this result in a subsequent display of attitudes differing vastly from those displayed in the present survey?

Are there less than desirable attitudes found in varying degrees in part attributable to a deficiency on the part of the teacher? It is admitted that the home environment exerts an appreciable influence, but what about the image of the teacher?--the language teacher let us say.

Might one not then ask whether the attitude of the student or the prospective teacher regarding their very own instructors is not as important as his attitude towards the profession? If we are to assume that the teacher plies his trade through the exercising of precept and example, then the teacher might indeed be the determinant of the acceptance or the rejection of the profession.

The ways of looking at things and persons, form a readiness, approaching and withdrawing behavior, feeling of rightness and wrongness, and liking or disliking for objects, values and teaching professions differ from emotions though they are related to them.[17] The foregoing factors have been fused in the working concept of attitude, which may be defined as an effectively toned idea or group of ideas predisposing the organism to action with reference to specific attitude objects or professions.

Thomas and Znaniecki,[18] two sociologists, first studied social attitudes and approximated the concept as currently used by social psychologists. Since then psychologists and nonpsychologists or educational researchers have been increasingly concerned with attitudinal study, for attitudes are theoretically a component of all behavior--overt or covert.

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[17] H. H. Remmers, Introduction to Opinions and Attitude Measurements (New York: Harper and Brothers, 1954), chap. 1.

[18] W. I. Thomas and F. Znaniecki, The Polish Peasant in Europe and America (Boston: R. C. Badger, 1918), p. 113.

A crudely stated homily from the shores of Maryland--"one man's pudding's another man's poison"--is perhaps as near the crux of the present matter as the erudite and scholarly assertions of authoritative pedants. Environmental modification of the human organism begins with conception. The changes wrought by environmental contact are manifested from birth on during the early years, or even months, of life. We do not propose to reach back into the life of the infant. That is defintely beyond the purview of this project. More importantly, he develops personality. Personality is tinted with every conceivable color of the attitude spectrum. Original drives are overlaid by social experiences organized into attitudinal systems.

If a student is frustrated by the classroom teacher and believes that the teacher is discriminating against him, he will tend to react negatively to the teacher's future criticisms. Accordingly, the term attitude is merely a convenient way of referring to the preparedness that exists within the organism for some future activity.

Would it not be logical to assume that the attitudes and even opinions of students from the extreme rural area cotton belt section of the state of Louisiana would differ markedly from the attitudes of students from New Orleans and Shreveport?

We must warn the reader and ourselves that certain assumptions must be made in order to measure attitudes and their possible correlation or negative correlation with subsequent teaching professions: that attitudes are measurable, that measurable attitudes are common to the language students, and that they are held by many students. Limitation of attitude measurements not implicit in these assumptions include the fact that they may be temporary and changeable and subject to rationalization and deception. Students, for one reason or another, often do not validly portray on questionnaires what may be the true state of affairs or attitude states. A fear of being regarded as "different" often serves to produce replies that tend to conform to what the majority expects. There may be some who are different, but who do not dare be.

To what extent can student attitudes be modified? To what extent do they remain constant over a period of time? There are studies which show conclusively that attitudes can be changed.

The crudest method of measuring attitudes is that of the case method, closely followed by ballot counting as exemplified in various public opinion polls. Such devices are in reality two-point "scales." For example, in measuring attitude toward foreign language teaching the relevant item might be "language teaching is a preferred and desirable profession." The proportions of "yes" and "no" votes would then be taken as an index of the existing social attitude or scholastic attitude for a given class of prospective teachers.

In the unending examination of attitudes is included the work of Miller. The excerpted portion from Miller's work is considered amenable to the present work and to the measurement of attitudes per se and is herewith presented.

> Data were sought on the existence or non-existence of special learning problems for Negro students of foreign languages. The investigator requested the respondents to apply a three-point scale to six possible background conditions for learning.
>
> The majority of our students are handicapped (1) excessively, (2) normally, (3) not at all, by: (1) poor cultural background; (2) poor English reading ability; (3) poor Enblish grammar background; (4) poor speech habits; (5)poor training in spelling; and (6) poor cognate appreciation.
>
> The respondents were than asked to use a five-point scale in rating eight statements on attitudes toward learning.
>
> The majority of our students (1) are, (2) seem to be, (3) are somewhat, (4) do not seem to be, (5) are not: mentally indolent; intellectually immature; lacking in curiosity; lacking in will power; incapable of abstract thought; lacking in self-motivation; too frivolous; and lacking in competitive spirit.[19]

Various methods for measuring attitudes are usually thought of as direct methods. They are called direct in the sense that the purpose of requesting a response is usually obvious to the subject. This obviousness of intent has been the basis for a frequent objection to such techniques. An individual might easily recognize that his personality is being evaluated and in some situations it may not be to his advantage to have this done.

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[19] K. C. Miller, "The Teaching and Learning of Modern Foreign Languages in Colleges and Universities" (unpublished Ph.D. dissertation, Southern University, 1953), p. 10.

Were we at Grambling to attempt to rate prospective teachers regarding entry into teaching by a less direct method of attitudes apparent to the tester, we would almost invariably reveal many of our own attitudes in the rating or "preference for."

The attitudes of the testers are not on trial. The present study concerns itself solely with the effort to attempt to get the students themselves to reveal their "inner mechanisms" toward the field of teaching. Their responses should be revealing to the extent that they have not attempted to distort their responses for one reason or another.

There has been a surprising general lack of adequate study on that aspect of attitudes regarding the extent to which a rater or tester reveals his attitudes in his ratings. This factor is not necessarily applicable in the Grambling study since the majority of information sought was of a self-rating nature. Specifically, the questionnaire requested of the respondents such purportedly self-revealing questions as "do you find it easy to make friends?" and :are you a good mixer?"

There might be a wide range of agreement between the attitude of the rater regarding a respondent's ability to make friends easily and the attitude of the respondent regarding this ability. We shall have to take the respondent's word since it is he and not we who is being tested. There are, however, specific or objective ways to arrive at a determination of whether there is a valid correlation between the student's self-pronouncements and his actual participation in both college connected and home environmental social activities.[20]

Very often a rater who, when either evaluating or rating his subjects on cooperativeness or ability to get along with others, rates all of the respondents low is perhaps suggesting that he himself is hard to get along with. Conversely, the rater who rates all of his subordinates high on descriptive rating reveals a sense of loyalty to them, but also a lack of inclination or ability to discriminate among them as realistically as would be needed to serve the ends of the rating system.

Let us assume that the rating is successful to the rater and that the respondent stands upon the threshold of probable employment. Will he continue to attempt to obtain employment therein where there is a profusion of less exacting and, in many instances, better paying opportunities? Let us assume further that he remains dedicated and essays to enter. Will he for a moment stop to consider what might be the possible advantages within the profession? Will he attempt an evaluation to determine whether the assumed advantages greatly or minimally outweigh the possible disadvantages? Granted that a degree of altriusm has motivated the prospective teacher, there must be--and usually are--commensurate degrees of advantages, not necessarily monetary, entailed in teaching, both in urban and rural settings. Like most educators and raters, Ellis Hartford wanted to know why young people do, or do not, choose teaching. Obviously, the most practical method of finding the answers was to speak with the students or to interrogate them by questionnaire. For two years he queried freshmen students concerning the reasons why they had chosen to become teachers.[21] Out of 207 students, five reasons occurred most frequently. "Teaching is important work," was given by 106 freshmen. Ninety-two mentioned "interest and liking for children." Eighty-six thought teaching was "interesting work." Eighty felt that "teaching offers great satisfaction." Seventy-five indicated that "teaching offers opportunities for advancement."

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[20] H. F. Adams, "The Good Judge of Personality," J. Abnorm. Soc. Psychol., XX (1927), 172-181.

On the other side of the scale there are various reasons why one might decide against entering the teaching profession. Aside from such general considerations as low rate of pay, personal restrictions in some localities, poor teaching facilities, heavy work loads, monotony, out-of-class work responsibilities, such as marking papers or lesson planning, many of the conditions which may be termed disadvantages may or may not be such, depending on the personality involved.

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[21] Ellis Ford Hartford, "Why Two Hundred Chose Teaching," Phi Delta Kappan, XXX (December, 1948), 126-127.

What you yourself are as a person will determine your happiness and success in teaching. If you are a mature, emotionally healthy person, you will expect certain irritations and take them in stride, for there are many such irritations which are a part of living itself and which exist in all human relations.[22]

Despite the aforementioned pros and cons, almost any college student planning to enter teaching can be assured of employment as an elementary school, high school, or college teacher by the time he can become qualified for such a position. As has been noted earlier, there is a critical shortage of elementary school, high school, or college teachers of foreign languages, mathematics, social science and technical subjects.[23]

As might rightly be assumed, a great deal of research has been done in the area of attitudes toward teaching. The first profession to which students are exposed for long periods of time, it is natural that some attitudes must be created toward teaching as a profession. Yet it is not teachers who are the main influence on those who decide to enter the teaching profession. This is the finding of Richey and Fox,[24] who investigated the opinions of 4000 Indiana high school students. They discovered that parents rather than teachers are the main influence in the lives of students who decided to go into teaching. Other findings were that 48 per cent of the girls and 30 per cent of the boys felt that teaching was less desirable than other professions and work requiring equivalent training; and that as far as the teacher's personal life is concerned, the community ought not to interfere in it. The same authors found that 969 university freshmen held similar views about the desirable and undesirable features of teaching. This was true even though the sample included three groups--those who were opposed to teaching, those who had decided to go into teaching, and those who were undecided about a future vocation. They also found that adverse attitudes towards teaching were formed early; favorable ones came later in the student's career. Marzolf[25] found a relationship between areas of interest as defined by the Kuder Preference Record and choice of major teaching fields.

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[22] Benjamin W. Frazier, Teaching as a Career, U. S. Office of Education (Washington: U. S. Government Printing Office, 1947), p. 42.

[23] Ruth Woozin, Careers in Teaching (Washington: B'Nai B'Rith Vocational Service, 1955), 1955), p. 63.

[24] R. W. Richey and W. H. Fox, An Analysis of Various Factors Associated with the Selection of Teaching as a Vocation, Bulletin, School of Education, Indiana University, 1948, XXIV, p. 59.

In general, the beginning teachers appeared to be rather well satisfied with their work. They were most satisfied with the social relationships involved in their work and least satisfied with the economic reward of teaching.[26]

The first impression one tends to form from a survey of the required data regarding statements of the average salaries of high school teachers seems to lend credence to the contention that all was not as it should be in this area. The Offices of State Superintendents of Public Instruction were unable, in several instances, to supply the required data. Fortunately the information was secured from the Office of the National Education Association in Washington, D. C.

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[25] Stanley S. Marzolf, " Interests and Choice of Teaching Fields," Illinois Accd. Sci. Trans., III (1946), 107-113.

[26] Ward S. Mason, "The Beginning Teacher," U. S. Dept. of Health, Education, and Welfare (Washington: Government Printing Office, 1961), p. 3.

The economic status of language teachers in our secondary schools has been considerably improved since the survey made by the Modern Language Study in 1925-1929.[27] An exact percentage of increase in the average salaries could be ascertained only by comparing the present index of the cost of living with that of two and a half decades ago.

The following fourteen states are paying their teachers average salaries from approximately $3,600 to $5,000 and in some very large school systems $6,000 or more annually. (In some states women language teachers receive lower salaries in large school systems as well as in small communities.) (see page 31 for table)

In addition to a possible salary block as deterrent, there are other factors of dissatisfaction regarding the choosing of a teaching career in Louisiana. There are many proposals offered in an effort to change the psychological blocks against entry into language teaching. In the event that the selection is made, there are several challenges

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[27] Ibid.

AVERAGE SALARIES OF TEACHERS IN FOURTEEN STATES

State	Large School Systems	Smaller Communities
Michigan	$5,200	No report
Washington	4,465	$4,073
California	4,300	3,527
Colorado	4,300	3,500
Iowa	4,300	3,500(men) 3,000(women)
Wisconsin	4,068	3,268
New York	4,000	No report
Missouri	4,000	No report
Illinois	3,950	3,400
Kentucky	3,750	3,350
Texas	3,750	3,300
South Dakota	3,750	3,300
Maryland	3,700	3,400
Massachusetts	3,600	No report

Source: Shreveport Journal, May 20, 1964 (Shreveport, La.)

Salary Scale, No Experience[28]
Dept. of Education, Louisiana, 1954

B.S. Degree. $3,400
(Proposed teacher pay raise bills would up this figure to $4,400.)

M.A. Degree. $3,600

Increments: $100 a year for the first two years.
$200 a year for the next 10 years for B.S. degree teachers.
$200 a year for the next 13 years for M.A. degree teachers.

Maximum pay attainable after 12 years for B.S. degree teachers -- $5,600.

Maximum pay attainable after 15 years for M.A. degree teachers -- $6,200.

confronting the corps. From among a list of nine advocated by Wachner,[29] three are herewith presented because of their relevance to the present study and the efforts to change attitudes and opinions regarded as inimical to an enlargement of the number of new teachers.

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[28] Shreveport Journal, May 20, 1964 (Shreveport, La.)

[29] Clarence Wachner, Challenges to Change, Modern Language Journal, XXXVII (No.4), April, 1953.

1. Teachers are being challenged to provide pupils with enjoyable and successful foreign language experiences.
2. Teachers are being challenged to train and to provide a corps of teachers of foreign language for both elementary and secondary schools.
3. Teachers are being challenged to make their professional organizations militant vehicles for the fostering of the language cause and the improvement of the picture or concept of teaching.

One feels relatively safe in assuming that it is not easy, generally, to determine the intangible reasons which underlie the relative degree of interest or disinterest of students for the highly "deglamourized" profession of teaching. It is rather the disinterested aspect that is of grave concern to the educators since one believes rather naively that those who enter the profession are motivated by a genuine desire to labor enthusiastically for the love of a worthy profession.[30]

One might even admit that those who teach are rarely, if ever, plagued with inquiries as to why they chose to enter the profession. The waning ranks of instructors, depleted to the point of national alarm, welcome with open arms any and all who heed the call. From a Grambling point of view, the problem is similar to one expressed by Freeman.[31] The problem, with its parts taken up in order, would include recruitment, training, and placement.

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[30] Edward Snead, "A Survey of the Practices and Trends in the Education of Teachers of Modern Foreign Languages," The Foreign Language Quarterly (Alabama State College), III, No. 3 (1957), 259.

The American Association of Collegiate Registrars and Admissions Officers stated in a report that it is entirely within the realm of possibility that the 25-year trend of college enrollment will continue until 1970. With a rapidly growing population, this would mean a 1970 college population more than double that of today. Where and how will the teachers be found to cope with this inevitable confrontation of students? An increasing number will come from undergraduate institutions such as Grambling. How they will be found and prepared and what is their present disposition towards entry into the profession is the theme of the present study. It is this rapid increase in the number of students that causes concern among the nation's educational leaders--the suppliers of this army of instructors, of which Grambling is an undeniable part.

The history of Grambling College began in 1901. At that time a farmers relief association of Ruston, Louisiana authorized Lafayette Richmond, Reverend Dennis Hollis, and Reuben Daniels to write to Dr. Booker T. Washington and request that a man be sent from Tuskegee Institute in Alabama to help them start an industrial school. On August 4, 1901, Charles

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[31] S. A. Freeman, "What About the Teachers?" Modern Language Journal," XXXIII, No. 4 (April, 1949), 259.

P. Adams appeared upon the scene as the endorsed representative to start the school.[32]

A brief resume of the enrollment statistics from 1901 to the present indicates the following highlights.[33]

From 1901 to 1918, the grade level of the institution included elementary and high school, with a total terminal enrollment of 300 students.

From 1918 to 1928, the school became known as the Lincoln Parish Training School and operated under the direction of the Lincoln Parish School Board. The total enrollment in 1928 was 500 students.

In 1928, the school was made a state junior college, the purpose of which was to train elementary teachers for small rural schools.

From 1932 through 1939, the school offered two years of college work. The total enrollment in 1939 was 651 students.

In 1936, rural teacher-education was emphasized. This venture marked the beginning of the administration of Ralph W. E. Jones, who became the second president of the institution during the summer of 1936.

From 1939 through 1940, the school offered a three-year college program. The total enrollment in 1940 was 694 students.

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[32] Grambling College Catalog, 1963-1965, p. 32.

[33] Students' Record Book, Office of the Registrar, Grambling College, 1901-1964, pp. 174-175, 448-467.

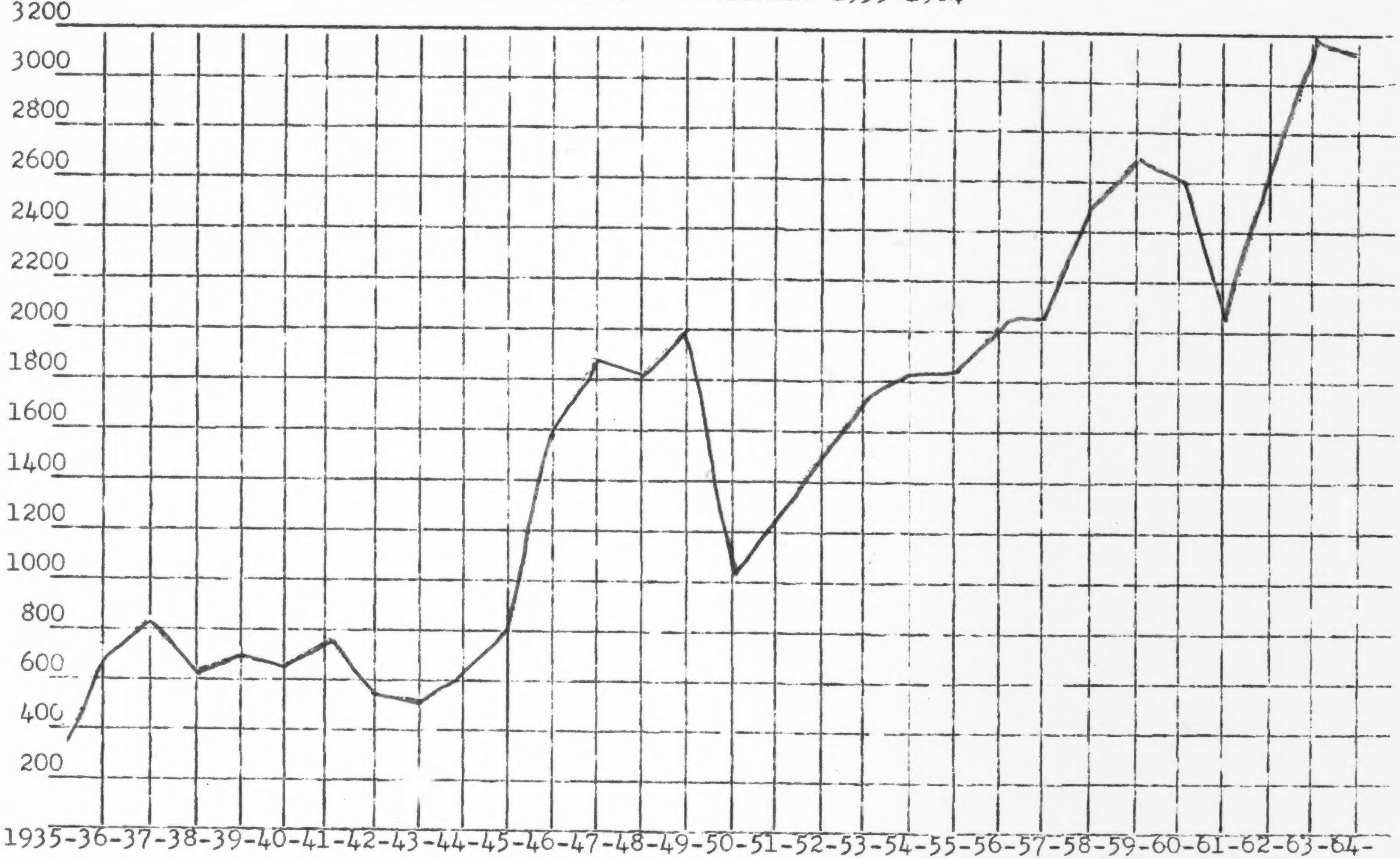
From 1941 to the present a four-year college program has been offered with the then 759 students increasing as the following table indicates (See page 36).

Presently the college is fully accredited by the Southern Association of Colleges and Secondary Schools and exists primarily for the preparation of men and women for effective living in an ever-changing world. Successful living must combine the acquisition of knowledge and skills. In carrying out its multi-purpose mission, the college provides specialized offerings through its three divisions of instruction. The Division of Education, with the assistance of the Division of Liberal Arts and Applied Sciences and Technology, prepares elementary and secondary school teachers. In addition to aiding in the preparation of teachers, the Division of Liberal Arts offers majors and minors in a number of broad subject matter fields and several pre-professional curricula.

Presently the enrollment at Grambling is 3,225 (second semester, 1963), of which 230 are enrolled in foreign languages. Questionnaires were distributed to all language students with the understanding that it was not obligatory that the forms be returned. The purposes of the study were explained to the students. It was felt that a sufficient number would be completed and returned to render the undertaking valid. Of the 100 respondents, 43 are male and 57 female.

In the study 49 schools are represented. Of this number, 46 are public, 1 private, 1 Catholic, and 1 school

GRAMBLING COLLEGE ENROLLMENT 1935-1964



NOTE: Total enrollment in units of 200.

SOURCE: Registrar's Records, Grambling College, 1935-1964.

for the blind. The following foreign languages are taught in these schools: French, Spanish, German, Latin and Greek. In regards to these languages, 33 schools offer French, 18 Spanish, 3 German, 10 Latin, and 1 Greek.

Regarding certification, 31 public schools and 5 Catholic schools are reported to be certified. The number of teachers per school ranged from a low of 6 at St. James High School in Alexandria, Louisiana to 143 at Walter L. Cohen in New Orleans, Louisiana.

Statistics show that foreign languages enrollments in this state have increased so rapidly since 1958 that we are experiencing a great shortage of teachers in Latin, French, and Spanish. It appears that the present supply of language teachers is rapidly becoming inadequate. A summary of foreign language reports available in the office of the supervisor of English and Language Arts, State Department of Education:

Secondary School Enrollment

		1958-59	1962-63
French	Hi. Sch., Grades 9-12	8,455	19,384
	Jr. High, Grades 7-8	634	2,029
Spanish	Hi. Sch., Grades 9-12	8,677	13,833
	Jr. High, Grades 7-8	1,060	1,841
Latin	Hi. Sch., Grades 9-12	6,467	8,430
	Jr. High, Grades 7-8	180	627
Greek	Hi. Sch., Grades 9-12	101	131
German	Hi. Sch., Grades 9-12	-0-	326
	Jr. High, Grades 7-8	-0-	74

(continued)

Secondary School Enrollment (continued)

		1958-59	1962-63
Russian	Hi. Sch., Grades 9-12	-0-	20

Elementary School Enrollment

		1959-60	1961-62
French	Grades 1 through 8	7,979	26,991
Spanish	Grades 1 through 8	2,260	4,940
German	Grades 1 through 8	434	111
Latin	Grades 1 through 8	-0-	182
Hebrew	Grades 1 through 8	-0-	39

SOURCE: Communication from State Department of Education, Baton Rouge, La., 1963.

In the study made, 34 students took French in high school, 12 Spanish, 1 Greek, and 3 Latin. Of this number, 37% made an overall average of "A" in the foreign language, 48% "B," and 16% "C." From the performance of students in foreign languages in high school, it appears that the majority could do well in college language work.

As late as 1955, only 14.2% of our public high school students were enrolled in any modern foreign languages. Only Spanish and French are studied by more than 1% of all students in grades 9-12. Half of our high schools, the smaller ones generally, offer no modern foreign languages.[34] About 7.3% of high school students are enrolled in Spanish classes (spoken by 130 million); and 5.6% are enrolled in French classes (spoken by 75 million). A mere 0.8% are enrolled in German classes (spoken by 100 million).

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[34] Marjorie C. Johnston, Modern Foreign Languages in the High School, Office of Education Bulletin 61, U. S., Dept. of Health, Education, and Welfare (Washington: Government Printing Office, 1958), p. 61.

Of the slightly more than 14% of our public high school students currently engaged in the study of a modern foreign language, virtually none are learning such strategic world languages as Hindi, Japanese, Malay, Bengali, Arabic, or Ukrainian and virtually none are studying Russian, German, Portuguese, Italian, or Chinese.

Regarding the question "During high school were you an officer of a club, society, or similar organization?" the responses were as follows: 70 "Yes" responses and 30 "No" responses. A listing of the clubs and organizations is herewith presented:

N.F.A.
Student Council
Glee Club
Senior Sodality
N.H.A.
Science Club
English Club
Spanish Club
C.S. M.G.
Civic Club
Class Club
Newspaper Club
Choir
Marshell
Fire Club
Book Club
Math Club
F.B.L.A.
4-H Club
Social Science Club
Dramatics Club
Jr. Academy of Scince
Air Committee
French Club
Band
Amateur Astronomer's Club
Rodbenders
Esquire Club
Religious Club
Y-Teens
Drill Squad
Thespian Society
Yearbook Staff
History Club
Jr. Red Cross
N.D.C.C. Colonels' Spouses
R.O.T.C.
Y.W.C.A.
F.T.A.
Boys Recreation Club
Patriotic Club
Library Club
Modern Miss
How and Why Club
Blazer's Club
Charm Club
Noblette Club
P.E. Club
Dance Club
Music Club N.E.A.

Extracurricular opportunities for practice in hearing, speaking, and fraternal activities should be provided by language teachers through the organization of French, German, and Spanish houses and clubs as a possible means of motivating interest in foreign language.[35]

To the question "Did you ever make speeches in assemblies or other meetings in high school?", the replies were as follows: 60 responded "Yes" and 40 responded "No." A few occasions from among the list are herewith presented:

L.S.A.F.O. Rally
N.F.A. competition
Graduation exercises
Inaugural addresses
Chapel programs
Club meetings
Achievement week
Election campaigns
Athletic banquets
Teachers' appreciation week

It appears that there is evidence of a degree of correlation between participation in clubs and societies and subsequent participation in civic or communal and educational projects.

To the question "During high school work did you and the language teacher plan together the lesson on work to be covered, and the method of doing it?", 7 students answered "Yes," while 93 answered "No." Regarding the question of attitudes and the manner and degree to which they affect prospective students in the teacher-pupil relationship, it seems appropriate to cite Monroe: "Only a few investigators report that personal attitudes of teachers influence the attitudes of their students. But anyone who has observed the output of famous teachers knows that their students tend to resemble them in many respects."

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[35] N. Purine, The Training and Selection of Teachers of French (New York: The Philosophical Library, 1959), p. 86.

To the Question "How many cultural trips or visits did you make with the language class during the high school term?", the number of trips per student ranged from one to six. A partial listing of some of the places visited follows:

Other schools and colleges
New Orleans
Vieux Carre
International House
French Quarters
Salt Mine
State Penitentiary
Insane Asylum
Southern University
Booker T. Washington (New Orleans)
Mississippi
Texas
New Mexico
Old Mexico

Self-containment has contributed to the formation of attitudes against things foreign and different. Therefore, it is advisable that, whenever possible, such trips be made.

To the question "What cultural trip or visit did you make with other classes?", the following points of visitation were cited:

France
Italy
Holland
Greece
Denmark
Indian Territory
Holsum Bakery
The State of Texas (tour)
Washington, D. C.
Tour of New Orleans
New York City
Calcasieus Paper Company
Xavier University
State Capital
Coca Cola Plant
Vicksburg Battlefields
Longfellow's Park
Water Plant

The ages of the respondents ranged from seventeen to twenty-five years. There are 43 males in the study and 57 females.

The types of communities in which respondents reported having lived most of their lives are represented as follows::

Rural (on a farm)	- 9
Rural (not on a farm)	- 11
Village	- 2
Town (population 1,000-3,000)	- 12
Small City (population 3,000-10,000)	- 23
Suburban area	- 11
Large area	- 31

Historically teachers have tended to come from rural backgrounds. However, the progressive urbanization of the country has been paralleled by a trend in the urbanization of the social origin of teachers. Among the language students studied in this survey, nearly 30% were born in communities of under 3,000, and 70% in cities above 3,000.[36]

The following three questions, designed to determine the extent to which parents of students involved in the study participate in the teaching profession, may be more meaningful, relative to the level of aspiration of students for this respective profession, when it is revealed that for the most part the Negro teacher in the South represents the height of social success, the respected liaison officer between the school and the community--especially is this the case in the predominantly rural communities--and the equal of medical doctors and pastors in the restricted and guarded southern social hierarchy. If the education of the parents has become the most important indicator of the social origin of prospective teachers, then education has become the principal route of upward mobility in the occupational system in the United States, and parents' education would seem to have particular relevance in the present study of prospective teachers, who might choose an occupation within the educational system itself.

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[36] Florence G. Greenhoe, Community Contacts and Participation of Teachers, (Washington: American Council on Public Affairs, 1941), pp. 11-12.

To the three questions in this category, the answers reveal the following:

	Yes	No
1. Is your mother teaching (or has she ever taught) school?	10	90
2. Is your father teaching (or has he ever taught) school?	5	95
3. Have you any other relatives who are teaching (or have taught) school?	86	14

As the above figures indicate, the most frequent response was that the mothers and fathers were not presently teaching but that relatives had taught or were now teaching.

The questionnaires reveal that twice the number of mothers of the subjects were reported to have taught, or to be teaching, as compared to the number of fathers. It may be that there is something about having a mother with more education than one's father that is associated with one's attitude towards the profession, or one's decision to become a teacher. This, however, remains a problem for future research.

On the basis of the 1940 census data, we would expect that women would have on the average a somewhat higher proportion of high school graduates than men. Thus it would not be unusual to find teachers coming from families in which the wife had a higher educational level than the husband. Unfortunately, a direct comparison of our data with census data is not possible, since the latter do not indicate the distribution of educational level of married persons by the educational level of their spouses.[37]

Occupational inheritance is relatively high among teachers as well as among other professional groups. Taking into account the relative size of various occupational groups in the labor force, it has been found that occupational inheritance is highest among professional and semi-professional workers, and lowest among skilled, semi-skilled, and clerical workers.[38]

In our efforts to analyze accurately and unbiasedly the attitudes expressed regarding the possible interest in and possible entry into language teaching or teaching _per se_, one must take into consideration the fact that in many instances the choice of a career is determined in part by the adage, "_tel pere_, _tel fils_."

Let us suppose, then, that the student plans to consider entering the field. We must convince him that a career as a teacher can challenge his best efforts, and can reward him with human compensation far beyond those of most careers, in addition to an adequate living, long vacations, a chance for continued intellectual growth, a respected place in the community of public service, and an opportunity to work with young minds at their most formative period.

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[37] U.S., Bureau of the Census, _Sixteenth Census of the United States: 1940_, pp. 1-96, table 44.

[38] Natalie Rogoff, _Recent Trends in Occupational Mobility_ (Glenco, Ill.: Free Press, 1953), p. 45, table 2.

Let us as parents, and especially as teacher-parents, remember that our actions speak louder than our words. It is we who, to a great extent, are responsible for the attitudes and subsequent opinions of the prospective teachers towards the profession. Children seldom adopt the profession of their fathers, probably because the father is always grumbling at home about the disadvantages of his job. The teacher who constantly demonstrates to his class that he would rather be teaching that class than doing anything else in the world is the best recruiting agent for future teachers.[39]

As regards the number of brothers and sisters, the replies were as follows:

Respondents	No. of Sisters and Brothers
14	1
15	2
13	3
9	4
10	5
30	6 or more

The figures indicate that the average number of school age children per family was approximately 3.8.

The number of brothers and sisters in college are as follows:

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[39] F.A. Stephen, "What About the Teachers?" The Modern Language Journal, XXXIII, No. 4 (April, 1949), 266.

Respondents	No. of Sisters and Brothers in College
29	1
5	2
3	1

In any study such as the present the question of economic status is always of great interest. Of prime importance in the success of student progress and continuation in school is the average annual income of the family. A number of analyses of the economic status of the family have been published which throw considerable light on the subject, although the question of income is a complex topic and there are many difficulties to be encountered. A general treatment of the economic status of the family income and how this might be related to the welfare of, and the possible entry into, the teaching profession by the student is beyond the limits of this report. A mere statistical presentation of the actual income facts may be both revealing and interesting. An illustration of the yearly incomes of the heads of the family follows:

Respondents	Responses
58	I don't know.
9	Under $2,000
10	$2,000 to $3,999
10	$4,000 to $5,999
6	$6,000 to $7,999
2	$8,000 or more

It is interesting to compare the socio-economic origins of prospective teachers with the occupational distribution of persons in the general population on the one hand, and with social origins of members of other professions on the other hand. Taking men in the general population aged 35-59 in 1950 as a group roughly comparable to the fathers of prospective teachers, it is clear that in common with members of other professional groups, teachers tend to be recruited to a considerable extent from white-collar families. However, the tendency to come from white-collar families is less for beginning teachers than for the average of all professionals, independent attorneys, or college teachers of social science, although greater for young nurses (see table below).

COMPARATIVE DATA ON THE OCCUPATIONS OF FATHERS OF PERSONS IN SELECTED PROFESSIONS AND OF MEN IN THE GENERAL POPULATION, AGES 35-59: SPECIFIED YEARS, 1947-58[40]

Group	Percent, by Occupational Group				
	Total	Professional	Other White Collar	Blue Collar	Farmer
1	2	3	4	5	6
	Father's Occupation				
Medical students (1956)	100	35	44	17	4
College faculty in social sciences (1955)	100	34	38	15	13
Independent attorneys (1947)	100	22	48	19	11
Dental students (1958)	100	27	43	24	6
All professionals (1947)	100	23	34	25	17
Prospective Teachers (1957)	100	17	29	36	18
Beginning nurses (1950)	100	11	27	57	5
	Occupation				
Men in general population, age group 35-59 (1950)	100	7	25	57	11

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[40] Ward, S. Mason, The Beginning Teacher, U.S. Dept. of Health, Education and Welfare, Office of Education (Washington: Government Printing Office, 1961), p. 83.

The social background of men prospective teachers differs somewhat from that of women in that the latter come to a greater extent from white-collar families. This can be seen in the following distribution.

Beginning Teachers	Percent where fathers were		
	White-Collar Workers	Blue-Collar Workers	Farmers
Men	38	46	16
	51	30	19

SOURCE: Mason, op. cit.

The present study reveals the occupations of the fathers to be as follows:

Fathers' Occupations	Number
Businessman	2
Clerical Worker or Salesperson	4
Farmer	9
Private farmer	5
Tenant farmer	1
Professional Worker	5
Public Service Worker	7
Semi-Skilled Worker	33
Skilled Workers	0

Other Listed Occupations

Hostler for the S.P. Railroad
Barber
Longshoreman
Athletic director
Motel proprietor
Disabled veteran
Shoe repairman
Gardener
Baseball player
Dairy man
Common laborer
Armed services
Stone designer
Steel fabricator

The college courses or programs pursued by the respondents were as follows:

Type	Number
academic	35
scientific	18
commercial	0
vocational	12
general	22

Regarding the economic and environmental backgrounds of the students the following information is revealed:

1. Do your parents own their home? 84 Yes; 14 No
2. Do your parents rent? (No information was obtainable on the number of families renting homes.)
3. Does your home have electric lights? 100 Yes; 0 No
4. Does your home have running water? 93 Yes; 60 No
5. Does your home have gas? 96 Yes; 4 No
6. Does your family have an automobile? 85 Yes; 15 No (Some families reported having more than one car.)
7. Does your family have a radio? 98 Yes; 2 No
8. Does your family have a television? 99 Yes; 1 No

The value of teaching machines is undeniable, whether they are within the school or the home. They are not expected to replace, but to relieve the teacher of some of his burden, and the pupil is enabled to control his own learning process.

At the same time the limits of programmed learning are becoming evident: instruction can only be linear. Progress toward mastering the material does not grow out of the diverse and distinctive contributions of the whole class. (Surveys indicate that televisions and radios--when used from a selective programming standpoint--can contribute to the total learning process. There is little doubt that the educational television programs in Louisiana are making a substantial contribution in this direction.) Finally, the producers of television equipment have developed simple television cameras which allow pupils outside the laboratory to follow the experiment.[41] Television classes are excellent for those who study foreign languages, and for those who feel that they need to "brush up" on a language or supplement the regular classroom teaching.[42]

To the question "Do you listen to educational television programs?" the responses were as follows: Yes--68; No--12; No response--20.

The earliest stated hour of educational program observation was listed as 1:30 and the latest as 10:00. Most reported watching such programs on Sundays. Some of the programs observed were:

Meet the Press
Economics
Wide World
Science
Beginner's Spanish
College Bowl
Twentieth Century
Today's Show
College of the Air
Mr. Wizard

Of possible significance, from a standpoint of socio-economis and relative social prestige, is the question "How many rooms are there in your home?" The room number ranged from 3 to 13.

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[41] Willy Dehnkamp, Minister of Education, "Education in Germany," Internationes (Bonn, Germany), October, 1963, 9-10.

[42] Jack B. Krail, "Some New Approaches in the Teaching of Modern Foreign Languages," Educational Outlook, ed. E. D. Grizzell (Philidelphia: University of Pennsylvania Press, 1955), p. 85

To the question "Do your parents subscribe to newspapers?" 64 replied "Yes," and 9 "No." Twenty-seven failed to respond. A variety of 45 newspapers were reported as being used by the respondents. A partial list follows:

The New Orleans Times Picayune
The Morning Advocate
Wall Street Journal
The Nashville Banner
The Atlanta Constitution
The New York Times
The Louisiana Weekly
The Mobile Times
States Stem
American Press
The Shreveport Times
The Shreveport Journal

Newspapers and magazines are audio-visual aids with multiple-sense appeal but even the most versatile teacher is limited in this area. By clipping pictures and related news items from these agents, both the student and the teacher can bring more of the foreign world into the classroom. If the teacher is professionally minded, he knows also that he can purchase maps, posters, charts, models, photographs, stamps, and foreign newspapers which might be unavailable to the parents and students. These are media by which he means any real thing or its pictorial reproduction that can be used in the home or brought to class for the improvement of the attitudes of the student regarding foreign languages.

The number of persons living in the homes at the present time range from 2 to 14.

The occupations of the mothers and fathers are as follows:

Mothers

Registered nurse
Cashier
Beautician
Cateress
Seamstress
Cook
Housewife
Teacher
Cafe worker
Surgical aid

Fathers

Porter
Postman
Butler
Carpenter
Construction worker
Motel operator
Fireman
Armed services
Farmer
Stone designer

The above analysis of the occupational status of the adults in our Louisiana school community tends to emphasize the nonselectivity of the pupils. Only a small percentage of parents are engaged in professional or semi-professional work. Comparing the above fact with occupational intentions of pupils indicates a higher lever of aspiration for the latter than the typical community pattern.

The educational pattern of the mothers is as follows:

	Number
No education	6
Elementary School	21
High School	38
College	10
Graduate School	5

The educational pattern of the fathers is as follows:

	Number
No education	5
Elementary School	35
High School	26
College	4
Graduate School	3

As regards environmental satisfaction for the subjects, the returns indicate that the majority were satisfied. Only eight indicated dissatisfaction in this area.

In instances where there were families with a large number of children, it was noted that the distribution regarding college entry was equitably distributed. The distribution of brothers and sisters in school is indicated as follows:

	Yes	No
Brothers in school	11	84
Sisters in school	7	87

The figures above show only a slight variation between the number of brothers and sisters attending school.

We shall not attract great numbers of young people to the teaching profession with material rewards alone, though these should be adequate, but rather by pointing out an opportunity for great service placed in a setting which is not unattractive for those inclined to accept.[43]

Despite this statement, financial assistance is absolutely necessary for the average student when the parent is unable to meet the expenses of his education. The ability, or inability, of Louisiana parents to support the student is, in reality, the difference between his success and failure. Some sense of what our system is now delivering can be gained from the fact that the total family income (total personal income) divided by number of families is about $6,000.00 a year, with every indication that it will go still higher by 1965.[44]

The present study presents the following information regarding parental income and principal sources of financial support of the 100 students studied at Grambling:

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[43] "Recruiting the New Teacher," School Life, XXXVII (March, 1955), 80.

[44] Thomas R. Carstadon, "Economic Bases of our Society," The Natural Elementary Principal, September, 1957, 36.

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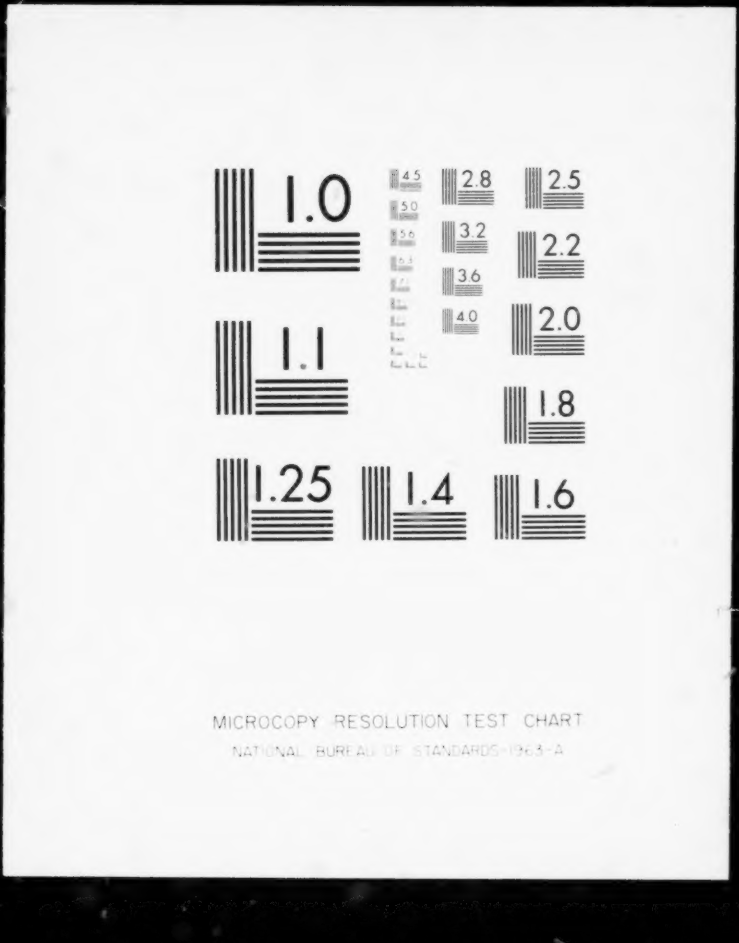
1.0
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Sources of Financial Support	Students Responding
Father	27
Mother	20
Brother	6
Sister	8
Grandmother	8
Grandfather	4
Uncles	4
Aunts	6
Government (Uncle Sam)	1
Rehabilitation	1
Self-support	4
Student loan	3
Both parents	31

It is felt by many persons, and studies would serve as substantiating evidence, that the religious affiliation and activities of the parents are a determining or major factor in the subsequent religious, moral, and social activities of the children. These, in turn, affect the scholastic progress of students. The majority of the parents and the students in the present study are of the Baptist denomination. This is probably attributable to the fact that the majority of the subjects are from the northern section of Louisiana. Statistics show that the students from southern Louisiana are predominatly Catholic.

The returns relating to the religious affiliations of the parents and students indicate the following:

Question	Student Responses			
	Yes	No	Don't Know	Deceased
Does your father belong to a church?	90	3	1	6
Does your mother belong to a church?	92	1	0	7
Do you belong to a church?	99	1		

Denomination of Father	Number
Catholic	18
Methodist	10
Baptist	55
Jehovah Witness	1
Holiness	1
Church of God in Christ	2

Denomination of Mother	Number
Catholic	20
Methodist	13
Baptist	61
Holiness	1
Church of God in Christ	11

Denomination of Students	Number
Catholic	26
Baptist	55
Church of God	2
Apostolic	1
Methodist	10
Holiness	1

A request for the names of organizations in which the subjects participated reveals the following:

Junior Mason
Mixed Chorus
Student Council
Sororities
Modern Dance Group
National Honor Society
New Homemakers of America
Christian Anti-Communist Crusade
Future Teachers of America
Baptist Student Movement
Choir
Boy Scouts
Fraternities

Mathematics headed the list of those subjects which proved most troublesome for the respondents. From a list of twelve indicated troublesome subjects, French was relatively low. The small number reporting trouble with French and English comes as a surprise and is deserving of further study.

Equally revealing is the fact that English was ranked first among the subjects liked or preferred. Whether or not this appeal is the result of an irresistible attraction for a troublesome subject from the standpoint of offering a challenge, or from a standpoint of an awareness that prior preparation in this area is somewhat less than perfect, is a question which is intriguing, problematical, and deserving of additional inquiry.

A listing of the reasons for preferring these subjects follows:

> They challenge my mind.
> They afford an outlet for me to express myself through words . . . and allow me to concentrate on problems other than my own.
> They are so terribly important.
> I like French because I want to visit a foreign country.
> The English language gives one a chance for self-expression.
> I like reading and I am interested in the grammatical construction of languages.
> These subjects enable me to have an appreciation for the customs, mores of other countries and also learn the language.
> I enjoy working with numbers.
> The ability to return material is involved.
> These are interesting subjects.
> I am above average in these subjects.
> I like math and enjoy working with problems.
> I make best grades in these subjects.
> These subjects are interesting and appeal to my taste.
> Music is a gift inherent in me.
> These are my major and minor fields of concentration.

The subjects disliked are herewith presented: Mathematics--27; Biology--12; Science--9; English--6; History--5. Only a very small number of students indicated their dislike for the other subjects listed.

A listing of the reasons for disliking these subjects follows:

> In the first place, they seem unnecessary and in the second place they are keeping me at Grambling longer.

English is too complicated.
These subjects haven't been taught in the right manner for the student to learn.
They present no challenge to me.
The English language has too many changes and no set way to say anything.
Pronunication of foreign languages is too hard for me to understand.
I can't understand how a letter can equal a number and why it is so important to know that C + B = CB.
My mind functions faster than I can type.
I have failed to make higher than a "D" in this course.
This subject deals with nonliving things, and I like subjects which deal with living things.
They present no challenge to me.
I have a mental block against these subjects.

A survey of the major concentrations of the respondents revealed the following:

Major Fields	Number Reporting
French	16
Social Science	6
Mathematics	14
Political Science	8
Biology	8
Phy. Ed.	1
Music	3
Business Administration	1
English	10
Economics	1
Dietetics	1
Sociology	2
History	1
Clerical Studies	1
Geography	1
Chemistry	2
Social Work	9
Speech and Drama	2
Pre-Medicine	2
Elem. Ed.	1

While it is generally conceded that the number of hours per se dedicated to study is not necessarily indicative of the achievements of desirable results or accomplishments, it is felt that a methodical study period is highly desirable in order that a maximum of time will be utilized for this all important corollary of academic success. Of the students reporting, 65 reported that they observed regular study hours, while 35 reported that they did not.

Related to the above is the question of the amount of time individuals themselves feel that they need in order to accomplish their objective. It is interesting to reveal that 19 students reported that fourteen hours were necessary for their study, 17 reported six hours, and 15 reported five hours.

The utilization of summers varies with individuals; yet the revealment of the manners in which they are spent, the places visited (from a cultural and educational standpoint), and the activities engaged in will tend to serve a utilitarian purpose in the achievement of the desired ends of this analysis.

The majority of students report spending their summers enrolled in Grambling. A representative number stated that it became necessary from an economic standpoint to work, while others reported activities that ran the gamut from vacationing as far away as New Mexico and Arizona to studying for the ministry.

One of the greatest blessings of our modern technology, and of our American economic and educational system, and of our productivity, is the new leisure they have given our people. Time to use in a manner of one's own choosing is a cherished dream of the millions of people who work in the fields of Louisiana, in the mines, in the mills, and in the business places, and institutions of learning throughout the state and all over the world. But the ironic, even tragic, part of this boon to good living is that practically no one has learned how to use the new leisure.[45] What of the Grambling student and his leisure time? A list of the activities engaged in by these students follows:

Writing short stories
Composing musical pieces on the piano
Hunting and fishing
Working puzzles
Taking and collecting pictures
Just passing the time away

Regarding the specific question of what one thinks one does well from the standpoint of entertaining one's self and others, the following activities were reported:

Teaching little children catechisms
Telling jokes and posing as a comedian
Playing french horn
Playing the trumpet
Playing and singing folk songs
Mechanical Drawing
Group singing
Reading cards
Making speeches
Piano
Singing
Dancing
Judo
Sports
Playing cards
Philosophizing
Field track

To the question "Have you decided on your life work?" the following responses were produced: 80 responded "Yes," and the remainder responded "No."

A partial listing of the activities includes the following:

Life Work	Number Responding
Teaching	48
Social Work	12
Government Work	3
Lawyer	3
Housewife	2
Scientist	2

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[45] Shirley Cooper, "The New Leisure," The National Elementary Principle, 1957, 41.

There was one respondent each for the following areas: Research, Civil Service, Government Work in France, Business Manager, Neurological Surgeon, Engineering, Nursing, Administrative Position, Minister, Chemist, Medical Doctor, Professional Baseball, Psychiatrist.

In an effort to inquire into the motive for such choices, for the purpose of analyzing the attitudes and opinions regarding the areas, the question was asked "Can you give reasons as to why you chose this field?" Some of the expressed reasons are as follows: I like to experiment. I enjoy children and housekeeping. This field is open and rewarding. I like working with people and the experiences therein are many and cultural. I like the various benefits which government service offers. I want to get a government job in the area of foreign languages. I want to dedicate my life to helping others. I am interested in the world and the changes. I believe I can be more beneficial to both my race and humanity by becoming a trained lawyer. I was inspired by my high school teachers to become a teacher. I want to contribute something to the world.

It is evident from the above that the majority decided on teaching as a career. What advantage does he expect from the job? What does teaching give him that no other profession can give? The students were asked to state specifically why they made their choices of professions. Granted that a degree of altruism has motivated the prospective teacher to consider that profession, there must be, and usually is, a commensurate degree of advantages and disadvantages entailed in both rural and urban areas.

Even the alternate, or second choice, indicated a strong desire to enter the teaching profession. A partial listing of the second choice of occupation follows:

Occupation	Number of Respondents
Teaching	12
Armed Services	5
Foreign Language Interpreter	6
Administration	1
U.S. Marine Career	1
Librarian	1
Peace Corps	2
Economist	1
Secretary	1
Marriage	7
Nun	1
Lab. Technician	1
Test Pilot	1
X-Ray Technician	1
Concert Singer	1
Beautician	1
Probation Officer	1
Scientist	1
Nurse	2

One of the most important functions of college is providing vocational guidance service to its students, helping them to choose and prepare for future occupations, making available to them the latest and best occupational literature so that they can read about their fields of interest and make intelligent decisions for themselves; counseling personally to help them decide on a career and helping them to plan the various steps to reach their goal.[46]

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[46] Benjamin Fine, Opportunities in Teaching (New York: Vocational Guidance Manual, Inc., 1952), p. 37.

Many colleges today have excellent guidance departments while others are slowly building their guidance facilities. However, although this field has not attained full growth at Grambling, there are provided adequate provision for aiding students in their career choice. The determination itself to pursue a specific field rests with the individual. Much wasted effort and frustration will be avoided if one knows beforehand the expectations and requirements of a specific field or area.

To the question "Did you make this decision yourself?" 77 students replied "Yes" and 3 "No."

The response to the question "Do you make friends easily?" indicated that the majority regarded themselves as being competent in this area; 91 students responded "Yes" and 9 "No." Prospective teachers who have a fear of being lonely and without close personal friends, particularly in a small rural community, are advised that this factor is no obstacle to success except in the case of those who do not make friends easily.

Whether or not the teacher is a good mixer plays a positive role in his acceptance and possible success in some communities. Grambling administrators and guidance personnel are often concerned to see that their new teachers are made to feel welcome and at home in their school and community. No student or adult should plan to enter teaching unless he likes young people, gets along well with them, and is vitally interested in helping them to make satisfactory adjustment to life situations. A candidate for teaching should have better than average intelligence. He should have a sound and extensive, but not too specialized, educational background. He should be liberal in his points of view but should have an acceptable code of ethics and should have the strength of character to stick to his high moral character. A person who aspires to teaching should have a well-balanced personality and should easily adjust to new situations. One question which attempted to probe this area asked "Are you a good mixer?" The answers were: 86 "Yes," 8 "No."

On the question of self-consciousness, a rather equitable response was indicated: 46 students replied that they felt unduly self-conscious and 49 that they felt adequate to meet any social situation. Seventy-four students reported that they volunteered to recite in class without being called upon, while 12 reported a reluctancy to do so.

The willingness to work voluntarily on school activities even when not being elected an officer indicates quite possibly a high degree of cooperation and initiative characterizing the socially competent and gregariously inclined individual. To the question "Do you like to work on school activities when you have not been elected as an officer?" 92 responded positively, while only 6 responded negatively.

Going out for social reason is a practice which is not regulated in success or failure to meet the desired and required degree of performance in the college. The normal student will naturally be expected to socialize within a limit which could not detract from his progress in his studies and which will contribute to his social competence. One question which attempted to probe this area asked "How many nights a week do you usually go out for social reasons?" The answers reveal the following:

Number of Hours	Respondents
At least four	9
Between one and four	23
Less then an hour a day	35
Practically never	7

To the question "Do you read on your own time?" the students responded as follows:

Amount of Time	Respondents
More than two hours a day	27
Between one and two hours	58
Less than an hour a day	14
Practically never	

Unless a scholar is able to leaf through and read in part foreign periodicals and newspapers--in one or two languages at least--he loses much which is needed and the basic preparation of a language major. The best informed American press often appears provincial to the reader who is able to supplement it with weeklies or monthlies of another country.[47]

To the question "Do you read French newspapers?" the replies were disappointing: 17 responded "Yes" and 81 "No."

In response to the question "Do you listen to foreign language programs, and if so which ones?" the responses were as follows: 59 "Yes: and 41 "No."

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[47] Peyre, op. cit.

Kinds of Programs	Number Responding
German	7
French	36
Spanish	26
Latin	8
Italian	1
Japanese	1
Portuguese	1

An effort was made to determine what kinds of books the students read. The responses revealed the following:

Kinds of Books	No. Responding
Romance	37
Adventure	42
Mystery	40
Science	33
Biography	30
Poetry	33
Novels	59
Magazines	71
Comic Books	44

Other books mentioned included religious literature, books of a factual nature (in the student's respective field), the Bible, and science fiction.

There is an assumption that the degree of interest indicated for the building and manipulation of things mechanical or constructional is related to a disinterest in things academic and especially foreign languages. The validity of the above premise is deserving of further consideration, yet might not the fact that the obvious majority of the so inclined respondents might be related to the meager and impoverished physical environment of the students or at least to an ofttimes imperative need to meet an exigency by rolling up the sleeves, taking the saw and hammer and wading in? Inquiry in this area revealed the following:

Number of Students	Degree of Participation
34	Very much
20	Much
33	Some
12	Very little
1	Not at all

Teaching in the following two areas (Sunday school and summer camps) is a desirable adjunct to the subsequent course in practice teaching in which graduating students in foreign languages at Grambling College must participate. Voluntary association in such endeavors is often regarded as indicative of a potential for and inclination to consider teaching as a career. In these two areas the questionnaire revealed the following extent of participation:

No. in Sunday School Teaching	Extent of Participation
26	More than two years
12	About two years
5	One Year
12	Less than one year
34	None

No. in Camp Counseling	Extent of Participation
3	More than two years
9	About two years
10	One year
5	Less than one year
29	None

Participation in such experiential situations as helping youngsters with homework and directing games of children in one's neighborhood while not precisely formal in nature is felt to be contributory to the function of a possible interest in subsequent teaching careers.

An excellent way for students to discover some of the satisfactions and annoyances they may find in teaching is to work as a leader with groups of boys and girls. Teaching a Sunday school class, Counseling in a summer camp, supervising playground activities, and assisting a classroom teacher in his work should aid students in deciding whether they want to prepare for teaching. The judgments of teachers, friends, and relatives should also assist them in determining their vocational choices.

Inquiry about such participation revealed the following:

No. in Such Work	Extent of Participation
46	Much
38	Some
7	Little
2	None

It was almost a half century ago when "worthy use of leisure time" was identified in the Cardinal Principles of Education as one of the basic purposes of education. Students should be introduced to a variety of worthwhile interests and skills which may serve them throughout a lifetime. It is during this experiential stage that activity begins to stiffen into more rigid habits of social behavior. It is here, too, that many of the important concepts of what is worthwhile and of what is of little or no consequence are formed.

It is felt by some that the work-leisure experiences of Grambling students play an important part in the present attitudes which affect choices for life work.

One question which attempted to probe this area asked "What other work experiences have you had?" The answer categories, together with the percentage replying, were as follows:

Work Experiences	Percent
Selling merchandise	24
Selling or distributing newspapers	12
Gas station or garage attendant	6
Factory worker	8
Baby-sitting	22
Gardening	30

Other miscellaneous types of work were reported of which some ran the gamut from "selling religious literature" to "driving funeral home ambulances."

As a result possibly of the economic status of the average Grambling student it became imperative that a large percentage seek after school and week-end employment. It may be that the need to work probably plays an important part in the development of a seriousness of intent and a formation of a desire to finish school and become self-sufficient.

An inquiry into the above area indicated the following categories and the percentage replying:

Work Experiences	Percentage
Yes, I had to work to have spending money	48
Yes, I had to work to pay for my own living expenses in addition to getting spending money	24
Yes, I had to work to support my family as well as myself	5

List Others

For some special luxury, I worked after school and during week-ends.
I helped my grandfather on the farm.
I worked because I felt my sisters and brothers needed the money worse than I did.

The following question would serve as a possible indication of the present level of aspiration of the Grambling students. In response to the question "How far would you like to go before you finish your present schooling?" the following information was obtained:

Level of Aspiration	No. Responding
I want to quit school as soon as I find an outside job.	1
I want to finish the first year only.	0
I want to ge to Junior College or business college for two years.	1
I would like to graduate from a 4-year college.	18
I would like to continue college work after I get my first degree.	76

The consensus indicates that the majority of Grambling students are aware of the relative difficulty of seeking jobs in the highly competitive field of the present. Perhaps the combination of proper guidance at school, directional admonishments from parents, and the mass media of information have indicated to them that the most likely road to economic and professional security runs through the school premises.

The responses to the following question were not anticipated as well as revealing. It was assumed that as a result of the agrarian nature of the majority of occupations of the parents that the average student would of necessity need to apply for some type of work assistance. Unless this percentage be unique to the field of language alone, then we shall have to reassess our values of the economic status of the average Grambling student.

The response categories to the question "How much of your college expenses do you have to earn yourself?" The percentages replying were as follows:

Response Categories	Number Replying
None	60
A small part	20
About half	3
Most	2
All	2
I also have to help support my family.	0

The expenses of college students vary greatly among the different institutions, according to location, size, reputation, and other characteristics. Usually expenses are lowest in public, tax-supported institutions. In 1954 the student costs per year in higher education averaged about $1,200 with extremes of about $300 in public junior colleges for students living at home to more than $4,000 for free spenders attending high-tuition schools away from home.

The responses to the question "has any teacher ever told you that you had the qualities necessary to be a teacher and encouraged you to become one?" indicated that the majority had profited from suggestions of teachers as to the students possession of qualities prerequisite to success in teaching.

The importance of the teacher as an aid to learning is, and no doubt has been, a much discussed question.[48] The writer has placed curriculum, organization, and equipment as being of secondary importance in the education of youth and particularly in foreign languages.

Bossing[49] told of a study conducted by Freeman in which the effectiveness of the teacher as a friend and counselor was greatly superior to all material devices. The proper perspective of the student depends in a large measure upon the personal influence of the teacher.[50] In fact it has been said that attitudes toward school work are more important than achievement.

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[48] F. W. Anderson, Teaching as a Career, U.S. Dept. of Health, Education and Welfare Bulletin No. 2 (Washington: Government Printing Office, 1955).

[49] Nelson A. Bossing, Teaching in Secondary Schools (Boston: Houghton Mifflin Co., 1942), p. 39.

In the section of the questionnaire dealing with the choosing of an occupation, the responses indicated that in the majority of cases (55 to 37) the teacher has called the student's attention to the availability of materials on teaching as a career.

To the specific question "How much personal help have your high school teachers given you in selecting an occupation?" the replies were as follows:

Degree of Assistance	Number Responding
Much	25
Some	34
Little	27
None	12

It is held that the good teacher constantly attempts to assist and evaluate the interest patterns and progress of each of his students in group and individual situations also checks on the effectiveness of his methods and on the attitudes of his students towards their work, their teacher, and their fellow students. He selects new materials, searches for better ways of helping students to learn, or concentrates on helping those whose attitudes appear in need of improvement.

The number of teachers who have been reported as having made the teaching profession seem a pleasant and rewarding profession is encouragingly high. The results of this question follow:

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[50] Stephen A. Freeman, "What Constitutes a Well-Trained Modern Language Teacher?" Modern Language Journal, XXV (January, 1941), 61.

Degree	Number Reporting
Many	19
Several	59
One or two	15
None	6

The respondents were asked to list the characteristics or qualities they liked about the teachers who had the greatest influence on them regarding possible changes in attitudes and opinions or in choosing an occupation. A portion of the reported characteristics is herewith presented in the belief that it may be utilitarian for those hopeful of subsequently joining the teaching ranks.

> The manner in which my teachers got their ideas over made classes very interesting.
>
> My teachers always seemed to have time for little problems, and did not judge the person by the ability of the class.
>
> My teachers had personality, good vocabulary, and were well educated.
>
> They knew their materials and were able to get the material over.
>
> She was very confident and showed me the advantage of social work.
>
> They were people of high moral character whom I think knew what they wanted and enjoyed their accomplishments.
>
> They enjoyed their work. They were interested in the education of others.
>
> They seemed quite pleased with their profession.
>
> They made a dull course interesting.

The next question, though general or nontechnical in nature, could have tremendous influence upon the attitudes and opinions of the student to consider teaching as a career.

The home environment is considered one of the strongest factors in the eventual outcome of the students' level of aspiration and/or subsequent choice of a socially acceptable or prestige awarding profession. It is conceded that certain occupations exert powerful influences on their members through the fact that most gainfully employed adults identify strongly with the occupation in which they are engaged. As with social classes, small groups of teachers often serve to reinforce the culture of the occupation.[51]

To the question "Has teaching as a profession been discussed favorably at home?" 64 responded "Yes" and 20 "No."

Further information requested in the above area prompted the question "Which one of the following has been the greatest help to you in deciding the kind of work you want to do when you finish school?" The results indicated the following:

Determining Agent	Number Responding
Parents	38
Relatives	10
Teachers	22
Ministers	3
Friends in the occupation of one's choice	20
Friends outside the occupation of one's choice	3

Other influences are as follows:

My sister helped me.
I made my own decision.
I just enjoy French.
Pamphlets and occupational counselors.

As the above results indicate, the parents play an important part in the shaping of attitudes and opinions regarding entry into a specific area, with the teachers following a close second.

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[51] Ralph W. Tyler, The Individual in Modern Society (Washington: The National Elementary Principal, N.E.A., 1957).

Like most educators Ellis Hartford wanted to know why young people do choose teaching. Obviously the most practical method of finding the answers was to speak with students of education. For two years Hartford queried freshmen education students at the University of Kentucky, concerning the reasons why they had chosen to become teachers. Out of 207 students, five reasons occurred most frequently:[52]

106 freshmen answered that teaching is important work.
92 mentioned interest and liking for children.
86 thought teaching was interesting work.
80 felt that teaching offers great satisfaction.
75 indicated that teaching offers opportunities for advancement.

How do the attitudes and opinions of the 100 Grambling students regarding advantages and disadvantages compare with the reasons given by the subjects in the Hartford Study? A partial, yet revealing, listing follows:

Advantages

One gains additional knowledge while teaching.
Teaching provides prestige.
Whenever employed, the work is steady.
Teaching provides an opportunity for one to contribute to humanity.
Teaching creates a feeling of belonging to a group.
The security of a steady job is provided.
The pay is good.
One is socially received.
The job of feeling that you are helping others is provided through teaching.
One has a hand in guiding many young people.

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[52] Ellis Ford Hartford, "Why Two Hundred Chose Teaching," Phi Delta Kappan, XXX (December, 1948), 126-127.

Disadvantages

Too much tax reduction and low salaries.
Profession too crowded.
Work hours too long.
Social life restricted.
Great responsibility.
Field overcrowded.
"Problem" children and students unwilling to learn.
Correcting papers.
Must follow set rules.
Field overcrowded.

If the above stated disadvantages are characteristic of the true attitudes and opinions of the respondents, then in truth the profession would be immeasurably benefitted were they to seek employment in other areas.

As regards the extent to which the student has considered the teaching field, the following information reveals that the majority favor this profession.

Extent of Consideration	Number Replying
Much	32
Some	32
Little	18
None	15

Assuming that the student knows that the demand and need for qualified teachers and good teaching become increasingly important in our modern day, it still would have been advantageous had he been apprised of several pertinent questions relating to teaching before he reached his "final" decision. The Grambling respondents were requested to report definitely whether they actually would enter the field. Among the above mentioned questions might be the following:

How important is teaching?
What does a teacher do?
What are the requirements for teaching?
How may I meet them?
How can I get satisfactory employment in teaching?

What are the retirement provisions?
What salary will I receive?
Will I enjoy teaching?

The "definite" decisions, as indicated in the questionnaire, are as follows:

Range of Decisions	Number Replying
Decidedly yes	20
Probably yes	29
Undecided	11
Probably not	16
Decidedly not	18

The degrees of interest in the several areas were indicated as follows:

Areas	Number Replying
Kindergarten	2
Elementary	5
Secondary	65

The specific fields designated by those respondents interested in the secondary area is as follows:

Areas	Number Replying
Languages	23
Mathematics	15
English	13
History	7
Business	1

In response to the question "What are some specific questions which you would like to have answered concerning the occupation in which you are most interested?" the following replies were listed:

Do you have to speak French fluently in order to teach it?
What opportunities are available for French majors?
What is the best field of social work to go into?
What are the job opportunities here and in foreign countries?
What are the chances of working in the government?
What advantages do I have socially, economically, and financially?
What makes a successful marriage?
What are my chances for becoming an interpreter after a few years of teaching?
What are the chances for Negroes in the South?
Why is a foreign language important in majoring in mathematics?

To communicate in the foreign language being studied, and thus participate directly in a different culture, is a broadening and lasting educational experience. Many opportunities to use the foreign language can be found in nearly every community. A very popular example of such a source is the development and maintenance of pen pals through the medium of a foreign letter exchange product.

The purpose uppermost in the student's mind when he chooses a foreign language in college is the acquisition of a set of skills. He hopes and expects to be able to read foreign letters and to write foreign letters. There is an effort being made today to impress upon the student the value of language area culture and to attempt to motivate the student's interest through the medium of cultural correspondence projects.

The following expressions indicate the students feelings as regards the benefits expected from cultural correspondence projects and letter-exchange programs in foreign language.

> This will aid in learning basic facts about other countries, their ideas, customs and traditions.
> It will help one to learn what is actually happening in a foreign country, and learn more French.
> I hope to receive pictures of the things they enjoyed in past time, expect to learn more about the people and their interests.
> I want to learn more about what the exchange students like and dislike.
> I want to learn more about the language and country.
> This will gain another friend.
> I think it would help me improve my writing of the language.
> This will help me learn about the folkways and customs of the country.
> My attitude toward foreign countries will improve.
> My vocabulary will increase.

The students were requested to explain the statement that "foreign languages are not as popular as other courses but just as important."

The fourth and fifth decades of the present century have witnessed a concerted onslaught on the modern humanities: living languages and literature attackers were undaunted by the contemplation of the shrunken world around them and by the obvious myriad links which new media of communication and foreign entanglements thrust upon America had woven all around them. Three trends have lately been discernible in education which may well cause some disquietude. The first led many persons to advocate a clean break with the past: the world has changed, they said, let us give up the old subjects--history, philosophy, the classics, and modern languages. The second tendency rested on a false interpretation of democracy as freedom unlimited--many rights but very few duties. A third fallacy led many people around us to say: "We live in a social age and should be prepared for our place in it. Let us learn more about the "mores" of our fellow-beings and even read gravely about their sexual behavior."[53]

The following list of responses indicates or reveals the personal attitudes and opinions of the students regarding the degree of popularity or unpopularity of foreign languages.

In most fields a foreign language is always required.
In an ever-changing world we need a well integrated curriculum, however the students do not wish to work hard in such a field.

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[53] Peyre, op. cit.

Foreign languages are not as popular as other courses but are just as important because of the demand.
Every student should have the opportunity to speak a langauage other than his mother tongue because he might have the opportunity to visit a foreign country.
Foreign languages seem harder to understand than other courses.
Foreign languages are just as important to one who wishes to obtain a good general education as other courses. How can one be well-informed if he cannot know or comprehend anything but English?
It is not popular because of the fact that it is difficult for some to learn fluently yet it is just as important as other courses.
Students fear languages because they feel that they are too complicated.
Many people find it difficult to learn the foreign language so they shy away but today with the world as close as it is the languages are our main means of communication.
Students are not interested in any subject outside of the major field. It is important for every one to know a foreign language because no one knows where he or she will be working. They never know where they will settle.

The student responses to the question "If you were in the teacher's place in your language class what might you do to motivate greater interest?" were somewhat revealing.

There is a present consensus among educators that the good teacher constantly evaluates the progress of each of his students and checks on the effectiveness of his methods and on the attitudes of his students towards foreign languages, their teacher, and their fellow students.

He further teaches by his actions, his attitudes, his chance remarks, his relationship to students, and sometimes by the way in which he conducts himself in the community.[54] Checking on the effectiveness of his instruction is really a part of his overall planning. The student also consciously and unconsciously checks on the teacher and often projects himself empathically into the person before him.

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[54] Anderson, op. cit.

The following responses, relating to the foregoing question, indicate, relatively at least, the estimation of the teacher in the eyes of the language students and what they feel should be done to improve the efficacy of language learning.

Show films, play records, and show movies.
Employ foreign newspapers.
Use conversations.
More emphasis on vocabulary, and have a quiz every four lessons.
Take cultural trips.
Use audio-visual aids.
Give a quiz every day to make sure that the students study regularly.
Plan games in the language.
Teach songs.

It was assumed that the responses to the question "What is the topic or main topics you would like to discuss and relate to your French friends through the exchange of letters?" would be quite revealing as an expression or indication of the attitudes or "inner-selves" towards topics of importance in both educational and social aspects of his school and home growth and development.

Those topics regarded as of prime importance for discussion by mail are as follows:

The country and social life.
Experiences in religious work.
Popular music, the dances, parties, schools.
Their opinions of my country.
Their views of education and world togetherness.
Daily class activities.
Recent events.
Life of the people.
The government.
Interesting places in the country.

There is little doubt that the personal qualifications of the prospective Grambling teacher are of extreme importance in subsequent success. In addition to the professional preparation, there are many personal attributes which are as essential to success as the former.

It is to be expected that the respondents indicated more concern for their ability in things strictly academic, possibly because of the fact that the grades are received as a result of these expressed abilities. The conscientious teacher will, however, advise the performer that personal attributes are as necessary a part of successful scholastic equipment as are the grades. They are so interrelated that the absence of one reduces considerably the chance to succeed. The investigators were anxious to learn just what were the kinds and degrees of attitudes of the respondents regarding their own estimates of themselves. The inquiry was directed primarily towards attitudes and feelings of competency or noncompetency in the teaching of foreign languages. The felt areas of weakness are as follows:

Speaking the language fluently
Helping others understand the language
Pronunciation and meaning
Historical background
Reading and writing
Grammar and idioms
Translation
Spelling
Phonetics
Intonation

The question of whether one studies a foreign language from a standpoint of personal edification or as an academic requirement would be perhaps of some interest in the effort to analyze the attitudes of Grambling students towards these areas. The reason stated and the numbers involved are as follows:

Reasons	Number Respondents
Because it is a required subject in my field.	31
Because I think it might prove beneficial	46
Because I feel it will be helpful in getting a job.	25
Because I wish to become better informed or trained.	37
Because my parents insisted that I take them.	0
Because most of my friends take them.	0

Perhaps the most revealing response in the list is the fact that no parent was reported as insisting that the student should take languages. Was this the result of apathy, indifference, or a total unfamiliarity with the importance of languages in today's world? Further investigation should throw additional light upon this interesting fact of the status of foreign languages as an integral part of the students' preparation, as viewed from a parental standpoint.

Another point of possible interest is the fact that one of the objectives is chiefly vocational in nature; that is to say that the language is to be used as a source of livelihood later in life or as a means to that end.

The following information presents the results of the tabulation and interpretation of assumed degrees of traits and qualities used in self-evaluation by prospective teachers.

The following criteria are not intended to be the sine qua non of qualities, but rather a set of qualities for self-appraisal. The results may be used to advantage by the instructor in individual counseling with the students concerning their development. In making these ratings the

the rater is forced to use his judgment; it is herein that the self-attitudes and opinions of the language students are revealed. A functional final rating given the individual student is a combination of the student's self-appraisal and the appraisal of the teacher.[55]

Whether the Grambling student decides to teach in the elementary grades, in high school, or college, there are certain basic personal qualities he should ask himself if he wants to make a success of his job. What better opportunity than through the medium of self-evaluation? Among the many questions deserving answers are the following:

> Do you have good health--physical, mental, emotional?
> Do you enjoy working and playing with other people --children, young adolescents, grown-ups?
> Do you like to study?
> In college teaching this is a must, since your chances for advancement will depend upon your capacity for independent research.
> How well do you express yourself and explain things to others?
> Do you have a sense of humor?
> Do you care about your personal appearance?
> Etc.

That the teacher's total personality, his attitude and opinions for or against certain principles, practices, and philosophies and his mental health are what make school teaching a vital experience, either successful or unsuccessful, is revealed time and again. The traits and qualities expressed by the Grambling students and the degrees of measurement from a scale designed as follows: superior--1; good--2; average--3;

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[55] E. W. Wilson and H. J. Otto, Handbook for Self-Appraisal and Improvement of Elementary Schools (Austin, Texas: State Dept. of Education, 1948).

poor--4; inferior--5, indicate the scope, extent, and nature of the evaluation.

Control of Teaching Techniques	No. Reporting
Superior	7
Good	40
Average	16
Poor	4
Inferior	0

Ability to Maintain Order & Discipline	No. Reporting
Superior	19
Good	35
Average	12
Poor	1
Inferior	0

Mastery of Subject Matter	No. Reporting
Superior	20
Good	33
Average	9
Poor	0
Inferior	0

General Intelligence	No. Reporting
Superior	31
Good	35
Average	9
Poor	0
Inferior	0

Effort	No. Reporting
Superior	20
Good	43
Average	3
Poor	1
Inferior	0

Initiative or Drive	No. Reporting
Superior	19
Good	38
Average	7
Poor	0
Inferior	0

Adaptability	No. Reporting
Superior	18
Good	35
Average	12
Poor	1
Inferior	1

Common Sense	No. Reporting
Superior	28
Good	33
Average	6
Poor	0
Inferior	0

Physical Ability	No. Reporting
Superior	16
Good	39
Average	9
Poor	0
Inferior	0

Teaching Efficiency	No. Reporting
Superior	10
Good	37
Average	17
Poor	2
Inferior	0

Ability to Carry On	No Reporting
Superior	16
Good	42
Average	8
Poor	0
Inferior	0

Singleness of Purpose	No Reporting
Superior	12
Good	35
Average	13
Poor	1
Inferior	0

Sympathetic Understanding of Pupils	No. Reporting
Superior	24
Good	26
Average	11
Poor	0
Inferior	0

Social Background	No. Reporting
Superior	13
Good	31
Average	20
Poor	2
Inferior	0

Knowledge of Analyzing Pupil Ability	No. Reporting
Superior	11
Good	30
Average	23
Poor	3
Inferior	0

Personality	No. Reporting
Superior	17
Good	40
Average	10
Poor	0
Inferior	0

Moral Standards	No. Reporting
Superior	29
Good	0
Average	30
Poor	2
Inferior	0

It is interesting to note that no student reported himself as having a good degree of moral standards.

The investigators, representing the language department and anxious to improve its efficiency and strengthen its appeal to interested students, requested information on the following question: "how, in your opinion, might the present language class be improved upon to the extent that it will be more meaningful, useful, and interesting for you?" The suggestions were as follows:

The teaching of languages should not be done for monetary benefits.
Teach something about the different foreign countries.
Get the students more interested in the field.

It may be improved by injecting more activities.
Use a great deal of music and poetry.
All language classes should be two hours long--six hours credit.
More participation in oral speaking.
Organize a foreign letter exchange project and other similar outside projects.
I'm very satisfied with the methods of my present instructor.
More stress should be placed on the languages by other departments.
Add Latin to the curriculum.
Present programs in which students may improve their French speaking ability.

HIGHLIGHTS AND FINDINGS

1. Of the 100 high schools reported in the study, only 2 were Catholic.
2. Greek, in one instance, was indicated as the only rare language being offered in a high school.
3. The number of teachers per high school attended by the respondents ranged from a low of six to a high of one hundred and forty-three.
4. The election by a large majority to take foreign languages presupposes a possibly favorable attitude towards foreign languages.
5. The majority of students were members of organizations in which leadership could be exercised.
6. Seventy per cent of the respondents held leadership positions.
7. The majority of the students in the survey came from parishes located in the northern section of Louisiana.
8. There is statistical evidence of a degree of correlation between high-school participation in clubs and societies and subsequent participation in civic or community, and college level educational projects.
9. While Grambling is not specifically classified as a State Teachers' College, the majority of graduates do enter the teaching profession.

10. Only three of the respondents reported having worked together with the teacher to plan the work to be covered or the method of doing it.
11. The number of cultural trips and visits made by individuals during their high school career ranged from one to six.
12. France, Italy, Holland, Greece, and Denmark were listed as European points of visitation.
13. The types of communities in which respondents reported having lived most of their lives indicated the majority (31) were from large cities, while a minority of nine were from rural or farm areas.
14. The identity and percentage of parents teaching were definitely in favor of the mothers.
15. The mother's choice of occupation tends to exert a greater influence over the prospective occupation of the child than the father's.
16. Thirty per cent of the students in the survey were born in communities of under 3000, and seventy per cent in cities above 3000.
17. An analysis of the occupational status of the parents of the respondents in our Louisiana school community survey tends to emphasize the nonselectivity of the pupils.
18. There were far too few language books, records and materials in the home.
19. No serious effort was expended to take advantage of the language programs emanating from television.

20. A high percentage of students enter college with little or no pre-college participation in foreign languages.
21. Educational background of parents was correlated with interest or noninterest of students.
22. Personal attitudes of teachers seem to influence the attitudes of their students.
23. The attitudes of teachers (especially in sparking the initiative and encouraging the interest of students for teaching) are important in the formation of student attitudes towards foreign languages and the teaching profession.
24. The vast majority of students at Grambling come from homes of a Baptist denominational background.
25. The majority of fraternal organizations listed by the student respondents as their choice for membership enrollment indicated a strong desire on their part to become associated with a social or status unit.
26. Mathematics and not foreign languages was listed as the most troublesome subject in the majority of cases.
27. The most preferred subject listed was English.
28. An analysis of the data indicated that more female prospective teachers than male prospective teachers had mothers teaching.
29. The findings and net results of the present study did not differ significantly from what was expected, based upon findings from similar or related investigation in the foreign language field.

RECOMMENDATIONS

1. An attempt should be made to correlate foreign language classes with other classes so as to reduce or eliminate the feeling of isolation, difference, or nonutilitarianism.
    (a) *I.e.* with world literature, English (comparative analysis) and social studies, art, music, dancing, and science.
2. Emphasize and insist upon an observation of, and an adherence to, the official statement of qualifications for secondary school teachers in modern foreign languages based on demonstrated ability rather than course credits.
    (a) Let this preparation include a background in Social Psychology, American Civilization, and Culture so that the teacher may serve to improve student attitudes and opinions in areas of inadequacy.
3. Initiate measures to highlight the necessity of increasing the number of elementary schools, intermediate schools, and high schools offering modern languages.
    (a) Attempt to popularize the theory that foreign languages should begin as early as possible in order to help create an atmosphere of positive attitudes and opinions towards languages.
4. Take steps to lengthen the customary two-year high-school program in modern languages.
    (a) A longer period of study is held advisable, rather

than the traditional span, since the latter serves only minimally to shape attitudes, concepts, and receptivity.

5. Request additional and modern instructional materials designed to develop skills in cultural insights and an awareness of the social implications of such devices.
   (a) Such material, it is held, minimizes the ethnocentrism, chauvinism, and jingoism of language students in that the language and area culture of other people are seen in a more sympathetic light, thereby lessening the aforementioned undesirable attitudes and opinions.
6. Attempt greater inter-departmental planning in order that language instruction might be more closely meshed with that of other fields, and in order that the student might tend less to shy away from languages as something "set apart" or "different."
7. Advocate the use of televisions and radios as a means of familiarizing the student with language programs designed for self or home improvement.
   (a) Stress the necessity of "selective listening" to those programs designed for age and experience level.
8. Establish contact with a French person in France and regular contact with area French clubs.
   (a) This is made possible through such an agency as the cultural correspondence project and the cooperation of regional language clubs--The Alpha Mu Gamma, Le Cercle Francais, and l'Alliance Francais.

9. Stress the importance of such qualities as mature knowledge, energy and vigor, enthusiasm, patience, and sympathy in language teachers.
    (a) The proper techniques, plus the above qualities, could help shape the degree and kind of receptivity of the student to foreign languages, thereby helping to stimulate attitudes and opinions favorable to foreign languages.
10. Advocate that every student in our colleges (whether he is a language or nonlanguage major or minor) be required to study the history of at least one other nation or area.
    (a) In view of the prominent part which our nation is destined to play in world affairs during the next half century, the attitudes and opinions of the students regarding the acceptance or rejection of a foreign language or entry into the teaching area must be improved.
11. Stage a well-justified campaign for ample language laboratory facilities, audio-visual aids, tape recorders, and tapes.
12. Militate for sabbaticals for serious, dedicated teachers to enable them to study for an academic year.
13. Activities within classroom should be publicized in order to lend prestige to language undertakings.
14. Publications and associations in which students are permitted and encouraged to participate should be organized and maintained for the development of better attitudes and opinions on the part of the community and the students.

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